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ABSTRACT

Presented by the West Virginia Board of Regents with assistance from state colleges and universities is a state plan for special education teacher preparation. The project objectives include a needs analysis for special education, the development of innovative plans for teacher training, the determination of alternative training programs, and the evaluation of the training. Based on the needs assessment and survey results are such recommendations as conducting additional research in all areas of special education, assigning priority to certifying and upgrading present special education teachers, establishing graduate consortium programs in mental retardation, expanding undergraduate offerings to include other disabilities, devising alternate training models such as inservice and workshop programs, and formulating standardized evaluation methods. Four appendixes, comprising more than half of the document, present the project grant application, state certification standards for special education, a survey of state special education and personnel needs, and a qualifications assessment of state special education teachers. (CL)

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West Virginia
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# The West Virginia State Plan for Teacher Education Programs in Special Education

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1973

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October 1973

## INTRODUCTION

The West Virginia Board of Regents, at its meeting on October 2, 1973, adopted The West Virginia State Plan for Teacher Education Programs in Special Education as its official guide for the development of such programs in the West Virginia institutions of higher education, and as its official report to the Bureau of the Handicapped, United States Office of Education, concluding a two-year study of the subject funded by the Bureau. The Board noted at the same time that all new teacher education programs in special education proposed by institutions in the State system of higher education must be approved individually by the Board of Regents and by the West Virginia Board of Education in conformity with existing procedures.

In adopting the plan, the Board of Regents did not intend to create a static document. Conditions change, and experience brings new insights. Through the efforts of the coordinator and the advisory council proposed by the plan, additional studies will be conducted, activities regularly evaluated, and modifications proposed. Illustrative of this principle, the plan proposes that no undergraduate teacher education programs in specific learning disabilities be initiated until additional information is available. The West Virginia Department of Education is reported to be in the process of re-evaluating the present certification standards, and there is some doubt as to whether or not the specific learning disabilities will continue to be an undergraduate field of specialization. When a decision is made, the plan can be amended accordingly.

### Synopsis of the Steps Leading to the Completion of the Plan

This plan for teacher education programs in special education was developed under the auspices of the Board of Regents, but it is the product of the efforts of many persons and groups.

Personnel of the Bureau of the Handicapped of the United States Office of Education pointed out to the Board of Regents early in 1971 the necessity for such a plan if federal funding was to continue for West Virginia institutions. Beginning July 1, 1971 the Board was awarded a grant by the Office of Education to conduct a needs study and to develop a state plan. Dr. J. Douglas Machesney, then Director of Special Projects and Educational Resources on the Regents' staff, was appointed project director and continued in that capacity until December 31, 1972.

The cooperation of Dr. Daniel B. Taylor, State Superintendent of Schools, and the personnel of the West Virginia Department of Education was elicited for the project. All public and private institutions of higher education in West Virginia were invited to participate, and a committee of representatives from interested colleges and universities and from the Department of Education met to plan the study. Dr. Harold W. Heller, Area Head for Special Education in the College of Education at the University of Alabama, was retained as a consultant. Several research projects related to special education needs in West Virginia were conducted under the general direction of Dr. Allen Blumberg with the support and assistance of many persons from the educational community.

Early in 1973 Dr. William P. Turner, Director of Academic Affairs for the Board, replaced Dr. Machesney as project director following his resignation from the Regents' staff. In March the West Virginia Board of Education approved several new teaching fields in special education and thus opened the way for the allocation of programs among the colleges and universities.

The final stages of the preparation of the plan were discussed with the presidents of the public colleges and universities during the April and May meetings of the Advisory Council of Public College Presidents, and with the private college presidents during the May 1973 meeting of the Advisory Council of Private College Presidents. Interested presidents were invited to send representatives who could speak for their institutions at a policy level to a meeting on May 31, 1973, at which time they presented verbally and in writing their institutional aspirations in the field of special education.

During the summer of 1973, Dr. Lowell Johnson and Dr. Russell Fitzgerald, serving as Research Associates for the Board, contacted each interested institution of higher education and then compiled the first draft of the plan. The program section of the draft was then sent to the president and to the institutional representative at each interested college and university. The proposals were then reviewed at meetings during September with personnel from the West Virginia Department of Education, with representatives from graduate institutions, and with representatives from both public and private undergraduate institutions. Dr. Heller, who had participated in the institutional meetings, then revised the draft into the final version of the plan which was adopted by the Board of Regents at its meeting on October 2, 1973.

The Board of Regents expresses its appreciation to the many persons and groups who have contributed their time and efforts toward the development of this plan.

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# CHAPTER I

## Problem

### I. Background

In January 1971, the Department of Health, Education and Welfare, Office of Education, Division of Training Programs, Bureau of Education for the Handicapped (BEH), informed the West Virginia Board of Regents that block funding might be made available for a state-wide plan for the preparation of persons to provide special education services. Representatives from the BEH, the Board of Regents staff, the West Virginia Department of Education, and the interested universities and colleges met to consider the suggestion. A proposal for a planning project was then submitted to the BEH.

The Board of Regents received a planning grant to determine need and direction for special education services for institutions of higher education in West Virginia. Under the direction of Dr. J. Douglas Machesney, then the Director of Planning and Research on the staff of the Board of Regents, a planning committee composed of the Board of Regents, representatives of concerned institutions of higher education and personnel from the State Department of Education was formed. In consultation with Dr. Harold W. Heller, Chairman of the Department of Special Education at the University of Alabama, it was decided to survey an area selected as a sample for the state plan. Dr. Daniel B. Taylor, State Superintendent of Schools, and Dr. Roger Elser, Director of Special Education in the Department of Education, cooperated in arranging the study.

### II. Need

According to the Comprehensive Education Plan for 1971 as presented by the West Virginia Department of Education, projections for special education services for children of West Virginia indicate that 12 to 15 percent of the children of school age will need aid. These percentages are from national figures that are generally used by the Bureau of Education for the Handicapped. However, all persons concerned with this plan felt a study was needed to determine if national percentages were realistic for West Virginia's special education service needs. An estimate based on the 12 to 15 percentages indicates that more than 5,000 persons are needed to provide special education services immediately. At the present rate of preparation, approximately 150 per year, and assuming an attrition rate of zero it will take 36 years to meet needs estimated for 1975.

Counties with widely differing population densities have projected plans for additional special education personnel to alleviate and satisfy the needs of their exceptional children. In order to realistically plan for the preparation of appropriate special education personnel a state-wide plan was needed. The Board of Regents in consultation with the other interested persons undertook the task of developing such a plan.

After the mandatory legislation of 1969, the West Virginia Department of Education began to establish the competencies and areas for a state-wide teacher training program and standards for teacher certification in special education. (See appendix B .)

## III. Introduction

The most important factor in the educational development of all children is a competently trained teacher. Schools need teachers who can provide an emotionally secure environment in the classroom, perceive and respect individual differences of students, vary learning experiences, and demonstrate a sense of respect for each human being. This is especially true for teachers of handicapped students. While improvements have been made in the education of the handicapped, the present situation is far from ideal. Sidney P. Marland, U.S. Commissioner of Education, has deplored the fact that less than one half of the nation's handicapped children of school age are receiving the special education they need. Figures released by the Bureau of Education for the Handicapped, U.S. Office of Education, graphically depict the remaining need. (See Figure 1 , page 3.)

## IV. Statement of the Problem

For the past decade the Bureau of Education for the Handicapped, Division of Training Programs, has funded special education training programs at West Virginia and Marshall Universities. In more recent years, West Virginia University-Kanawha Valley Graduate Center, now the West Virginia College of Graduate Studies, and Glenville State College have also been included in this federal funding.

These state colleges and universities have been training special education teachers primarily in the field of mental retardation. Only in recent years has a limited attempt been made to train special education teachers for other types of handicapped children.

Figure 1

ESTIMATED NUMBER OF HANDICAPPED CHILDREN IN THE UNITED STATES, 1971-1972

| | Handicapped Children Age 5-19 | Handicapped Children Age 0-4 | Handicapped Children Age 0-19 | Handicapped Children Served | Children Still Unserved |
|---|---|---|---|---|---|
| Speech Impaired | 2,112,600 | 327,900 | 2,440,500 | 1,360,203 | 1,080,297 |
| Emotionally Disturbed | 1,207,200 | 180,800 | 1,388,000 | 156,486 | 1,231,514 |
| Mentally Retarded | 1,388,300 | 309,200 | 1,697,500 | 872,213 | 825,287 |
| Learning Disabled | 603,600 | 93,700 | 697,300 | 166,534 | 530,766 |
| Hard of Hearing | 301,800 | 46,800 | 348,600 | 43,915 | 304,685 |
| Deaf | 45,300 | 7,000 | 52,300 | 35,624 | 16,676 |
| Crippled and Other Health Impaired | 301,800 | 46,800 | 348,600 | 182,636 | 165,964 |
| Visually Impaired | 60,400 | 9,400 | 69,800 | 30,630 | 39,170 |
| Multi-Handicapped | 35,800 | 5,100 | 40,900 | 9,310 | 31,590 |
| TOTAL | 6,056,800 | 1,026,700 | 7,083,500 | 2,857,551 | 4,225,949 |

Source: Bureau of Education of the Handicapped,
U.S. Office of Education, 1972

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The size of the professional staff in these special education departments has been extremely limited. In most cases, there has been only a token number of terminal degree staff members, and the schools have used many of their own graduates in the training program.

The West Virginia Board of Regents is presently conducting a definitive examination of the existing special education training programs at the colleges and universities. The necessity for such an examination is based on the following:

1. The necessity of providing appropriate special education training programs at colleges and universities to implement the state special education law which becomes mandatory legislation in 1974.
2. The necessity of devising a minimum program which is capable of sustaining itself on regular institutional funding.
3. The request of the Division of Training Programs, Bureau of Education for the Handicapped to prepare applications for block grants of funds.

During 1971-72 the West Virginia Board of Regents designated personnel to make this examination and to offer solutions. Staff members of the Board of Regents are working with other state agencies in the preparation of a program for block granting.

## V. Purpose

The West Virginia Board of Regents has set forth the following objectives for developing a state-wide plan for the offering of special education programs at the colleges and universities in this state.

Objectives:

1. To formulate a comprehensive needs analysis for special education programs in the State of West Virginia.
2. To develop an innovative plan for providing special education programs at colleges and universities to train special education personnel.
3. To develop plans for alternative programs for training special education personnel.
4. To initiate a system of evaluation for all training programs.

## Procedure and Methodology

The development of a state-wide plan for training programs in special education was carried out under the general supervision of the Director of Planning and Research of the West Virginia Board of Regents. A specialist in the area of special education was employed on a part-time basis to guide the technical aspects of the study and supervised the activities of two graduate research assistants.

A committee consisting of one representative from each public and private college and university in the state served in an advisory capacity to the Board of Regents and the study staff. Consultants were employed to advise the study team in certain problem areas.

The following objectives were formulated as a basis for the plan. Proposed procedures and suggested activities are discussed in relationship to each objective.

### Objective I. To Formulate a Comprehensive Needs Analysis for Special Education Programs in the State of West Virginia

The appointed staff of the West Virginia Board of Regents cooperated with the staff of the Division of Special Education, West Virginia Department of Education, in formulating the needs analysis of special education programs, particularly as it related to the 1974 mandatory special education law.

It must be emphasized that the needs analysis of special education was more than a mere survey of statistical findings of handicapped children. It was essential that consideration be given to present and future population trends in this state. It became necessary to determine geographic locations of various types of handicapped children. This latter point became crucial in determining the priority of training programs in special education.

[It became evident that plans would have to be prepared to aid county school systems in developing cooperative plans for educating handicapped children.] Such plans were to provide for creative approaches, such as residential education away from the home, schools for various types of handicapped children, and the preparation of itinerant teachers and sub-professionals.

## Objective II. To Develop an Innovative Plan for Providing Special Education Programs at Colleges and Universities to Train Special Education Personnel

The inability of state colleges and universities to adequately staff the special education departments is similar to the critical national problem in this particular field of education. However, to be concerned only with the numbers of professional personnel is to misrepresent the priorities. The fundamental priority must be a concern for the quality of the special education programs and the relationship of the programs offered to the state's needs for the handicapped children. During the 1971-72 academic year, the study staff examined the problems related to special education and gave consideration to all aspects of these problems in developing a state-wide plan. Among the considerations made are the following:

1. It is impractical for all of the institutions of higher education to develop comprehensive special education training programs. The Board of Regents would coordinate the preparation of a proposed plan whereby the training of particular special education personnel would be the primary concern of selected schools.

2. There is only a limited number of qualified special education personnel in the colleges and universities; therefore, a re-examination of traditional and innovative approaches must be considered. One approach would be a more effective use of personnel. Consideration might also be given to alternate plans such as consortia arrangements or the use, on a part-time basis, of personnel in other state agencies or private organizations.

3. There is a need to provide a meaningful sequence from undergraduate to graduate courses in special education. A similarity of course content in a core program at the various undergraduate institutions would permit the continuity that is necessary. A re-examination of existing course content may assist in determining whether or not new courses might need to be developed for all institutions.

4. Since traditional training programs develop only specialists in one area of special education, the possibility of training persons equipped to work in many areas of special education should be investigated. Here again the concept of a core program mentioned in Item 3 may be helpful.

5. Some areas of special education may not require highly specialized personnel. Consideration could be given to the development of training programs which will provide paraprofessionals.

6. Most special education personnel have been trained as classroom teachers. Very little has been accomplished in the training of administrators, supervisors, and other related personnel for this field. A comprehensive program might be developed at one of the colleges or universities to train persons for these specific positions.

The above mentioned considerations represent a tentative series of ideas. It is obvious that there are other problems and other solutions that will need to be examined in relation to this objective.

Objective III. To Develop Plans for Alternative Programs for Training Special Education Personnel

Theoretical knowledge gained in the classroom must be put into practice by students. This might be accomplished through programs that will allow teachers to attempt classroom application of the new techniques. There is also the need for reexamining programs for teachers who wish to take advanced work in this field. There is a critical need for the enrollment of undergraduates in the training programs in the colleges and universities, and there is also the need to examine special education training programs for the secondary schools.

Some possible solutions include:

1. The offering of workshops and in-service training programs for college credit in special education on the county level.

2. The development of master special education teachers whose responsibility might be to train inexperienced teachers at in-service meetings. Graduate students might be given college credit for work in internship programs.

3. The development of creative and innovative ideas for training on the campuses of colleges and universities.

4. Training personnel to work in institutions, day care centers, and mental retardation clinics, as well as, in the special education programs in our public schools.

## Objective IV. To Initiate a System of Evaluation for All Training Programs

Any plan for changing existing programs must not be considered as the ultimate plan. It is essential that a flexible system of evaluations be developed that will encourage creative changes.

It will be essential to develop a series of evaluation procedures to determine if special education training programs are serving existing needs. In order to develop the mechanisms of evaluation, specialists in this type of procedure should be consulted.

The system of evaluation must consider the following factors:

1. Are the special education training programs satisfactorily meeting the needs of school systems?
2. Are the special education training programs showing continuous growth or are they stagnant?
3. Are the special education training programs flexible enough to adapt to the changing needs of the school systems and changing technology?

It is imperative that the evaluation procedure be concerned with the quality of innovative approaches.

Change for the sake of change is not desirable. The criteria that must be developed are a means by which it can be shown that change includes improvement.

In order to accomplish Objective I, that of determining the needs of special education within the counties, the Planning Committee recommended a survey be made to determine the feasibility of projecting the need for trained teachers in special education based on numbers of referrals.

A survey area which represented urban and rural characteristics of West Virginia was the scene of the initial sample study.

It contained 27,625 residents in 1971, of whom 7,091 were students attending school within the area. The teacher/pupil ratio was 1 to 24.

The following research procedure was initiated:

(a) a survey of the area children was conducted; (b) lines of communication with area personnel were established; (c) student research assistants reviewed permanent folders and recorded predetermined data; (d) teachers of all children ages eight and 12 years were asked to make referrals of children whom they considered to be in need of special services; (e) the research assistants assessed the referred children, utilizing the Slosson Intelligence Test and Purdue Motor Perceptual Survey; (f) comparative analyses were made of teacher referrals and evaluator referral and assessment to determine level(s) of correlation in determining needs analysis of children; and (g) percentages of children in the survey area were compared with the national percentages of 12 to 15 per cent of school aged children who will need special education services.

The following hypotheses were set forth:

1. The percentage of children and youth in the survey area who exhibit handicapping conditions will exceed the national norms.
2. A comparison of standardized test data in West Virginia Public Schools for children eight and 12 years of age will reflect performance differences that may be utilized for referral.
3. Referrals made by elementary school personnel of county schools when personnel are given an appropriate check sheet will reflect a correlation at the .05 level of confidence with an actual survey.
4. The Purdue Motor Perceptual Scale and Slosson Intelligence Test will serve to reveal discrepancies in performance which can identify persons exhibiting variances in academic performance.

To supplement the pilot survey and for comparison purposes the West Virginia Department of Education was asked to survey the various counties in the area of special education needs according to pupils and teachers. The West Virginia Department of Education compiled with descriptive data relative to selected areas of exceptionality for 1971-72, 1972-73, and also projected data relative to 1973-74. It is noteworthy that there was a preference for annual data rather than longer projective data for planning purposes.

Colleges and universities were surveyed in order to accomplish Objectives II, III, and IV, which deal with the primary problem of developing a state-wide higher education plan for training special education teachers and initiating a system of evaluation for all training programs.

Each college was asked to submit data in writing on those special education areas, from within areas established in the State guidelines, which they felt their college or university could offer, (or are offering), along with a basic core program. Interest in a given special education area did not necessarily mean that the college or university would automatically offer that program. Essentially these projected offerings by the colleges and universities could serve to indicate interest in certain special education areas. This survey then became the starting point for a plan of action concerning Objectives II, III, and IV.

After each college and university had submitted written statements concerning program areas of interest and indicating programs already state accredited and implemented, a chart depicting this data was devised. The results of this survey are represented and discussed in the next chapter. (See figures 6 through 16).

It was decided at this point that the graduate institutions of the state should be contacted concerning their programs. These results are also included in Figures 6 through 16 and in a separate table. Graduate institutions, while offering programs in the undergraduate areas and television programs, could also provide faculty, services, facilities, etc, in regional consortia, and serve to accommodate students from other schools in more select program areas.

The West Virginia Department of Education was next contacted concerning their role in the area of certification of special education programs, methods of submitting new programs, and evaluation of existing programs. The results of this survey are also presented in Figures 6 through 16.

In conclusion, the procedure for accomplishing Objectives I, II, III, and IV, as previously outlined, reflects input from all levels including:

(1) West Virginia Board of Regents

(2) West Virginia Department of Education

(3) Institutions of higher education

(4) Survey of local county areas

The input from all of these levels is considered in the next chapter.

# CHAPTER II

## Results of the Survey Sample

Introduction:

Chapter II is organized according to the stated objectives of this research. All findings were dealt with under the appropriate objective.

### Objective I. To Formulate a Comprehensive Needs Analysis for Special Education Programs in West Virginia

### *Study Area Survey

A total of 791 students were surveyed. There were 378 eight-year olds and 413 twelve-year olds. The total of 791 students represents 66 per cent of the 1,200 students, ages eight and 12, who were enrolled in the survey area at the time of the study. Problems encountered in the survey that account for the lack of a 100 per cent sample will be discussed in a later section of this report.

The teachers of eight and 12-year olds indicated through referrals that 143 students had a need for special education. Seventy-one of these students were twelve years old. The specific recommendations are shown in Figure 2, page 12.

Figure 3, page 13, indicates the number of students who were referred for further special education screening. Referrals were made through examination of the pupil permanent record cards and speech and hearing evaluations. The number of students referred through the screening process was more than twice the number referred by the classroom teachers.

A comparison of the referrals made by the classroom teachers with those made through the screening process is shown in Figure 4, page 14. It should be noted that in only 25 cases was there agreement between the teacher and screening referrals. Although the sample size is small, the lack of significant correlation between the sources of referral would appear to have serious implications for the development of a state-wide special education plan. This problem will be discussed in later sections of the report.

Figures 5 and 6, page 15, show the IQ levels as determined by the Scholastic Testing Service (STS) and Slosson Intelligence Test. There were STS scores for 693 students out of a possible

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*Note: The Survey Area findings reported herein were compiled and analyzed under the direction of Dr. Allen Blumberg, West Virginia College of Graduate Studies.

Figure 2

TEACHER REFERRALS

| Reason for Referral | Age | | |
|---|---|---|---|
| | 8 | 12 | Total |
| Blind | 1 | 0 | 1 |
| Deaf | 0 | 0 | 0 |
| Educable Mentally Retarded (EMR) | 7 | 14 | 21 |
| Emotionally Disturbed | 17 | 9 | 26 |
| Hard of Hearing | 2 | 1 | 3 |
| Homebound | 0 | 0 | 0 |
| Hospital | 0 | 0 | 0 |
| Learning Disability | 16 | 14 | 30 |
| Intellectually Gifted | 14 | 16 | 30 |
| Multiply Handicapped | 0 | 0 | 0 |
| Partially Seeing | 3 | 0 | 3 |
| Physically Handicapped | 0 | 1 | 1 |
| Socially Maladjusted | 1 | 15 | 16 |
| Speech Impaired | 4 | 2 | 6 |
| Trainable Mentally Retarded (TMR) | 0 | 0 | 0 |
| Not Referred | 5 | 0 | 5 |
| Forms not returned | 1 | 0 | 1 |
| TOTAL | 71 | 72 | 143 |

Figure 3

SCREENING REFERRALS

| Age | Referred | Not Referred | Referred No STS Score | Total |
|---|---|---|---|---|
| 8 | 159 | 215 | 9 | 383 |
| 12 | 122 | 222 | 45 | 389 |
| TOTAL | 281 | 437 | 54 | 772 |

791. The results indicate that 262 students (37.9 per cent) had IQ's below average and 183 students (26.4 per cent) had IQ's above average as determined by the STS test. The Slosson Intelligence Test was administered to 179 students. Of this number, 53 (29.6 per cent) had IQ's below average and 49 (27.4 per cent) had IQ's above average.

The Purdue Perceptual Motor Test was given to 190 students. Of the 190, 118 students passed the test and 72 showed a deficiency in some of the perceptual motor skills. Figure 7 indicates that there were more students of below average intelligence having perceptual motor problems than students of above average intelligence.

Figure 8, page 17, and Figure 9, page 17, categorize by grade and IQ level eight and 12-year olds who were referred for special education services through the screening process. A breakdown of the 128 eight-year olds indicates that 28 were functioning below the third-grade level. On the other hand, 46 students were functioning above the third-grade level. Fifteen students had IQ's below average and 37 students had IQ's above average.

Of the older group, 46 twelve-year olds were referred through the screening process. Nineteen (41.3 per cent) of these students were functioning below the sixth grade level and nine students (19.6 per cent) were functioning above this grade level. Fourteen students had IQ's below average and nine students had IQ's above average.

The speech and hearing examinations were given to 648 students. Of this number, 300 were found to have some sort of speech problem and a total of 91 students failed the hearing

Figure 4

COMPARISON OF SCREENING AND TEACHER REFERRALS

| Teacher Referrals | Screening Referrals | | | |
|---|---|---|---|---|
| | Referred | Not Referred | Referred No STS Score | Total |
| TMR | 0 | 0 | 0 | 0 |
| EMR | 4 | 17 | 0 | 21 |
| Gifted | 3 | 27 | 0 | 30 |
| Learning Disability | 5 | 26 | 0 | 31 |
| Speech Impaired | 2 | 4 | 0 | 6 |
| Hard of Hearing | 0 | 3 | 0 | 3 |
| Socially Maladjusted | 3 | 13 | 0 | 16 |
| Blind | 0 | 1 | 0 | 1 |
| Physically Handicapped | 0 | 1 | 0 | 1 |
| Partially Sighted | 2 | 1 | 1 | 4 |
| Emotionally Disturbed | 6 | 19 | 1 | 26 |
| TOTAL | 25 | 112 | 2 | 139 |

Figure 5

SCHOLASTIC TESTING SERVICE IQ RESULTS

| STS IQ Ranges | Trainable Mentally Retarded | Educable Mentally Retarded | Slow Learner | Average | Above Average | Gifted |
|---|---|---|---|---|---|---|
| 51-75 | | 71 | | | | |
| 76-90 | | | 191 | | | |
| 91-110 | | | | 251 | | |
| 111-125 | | | | | 100 | |
| 126+ | | | | | | 83 |
| TOTAL | | | | | | 693 |

* *

Figure 6

SLOSSON INTELLIGENCE TEST IQ RESULTS

| Slosson IQ Ranges | Trainable Mentally Retarded | Educable Mentally Retarded | Slow Learner | Average | Above Average | Gifted |
|---|---|---|---|---|---|---|
| 51-75 | | 12 | | | | |
| 76-90 | | | 41 | | | |
| 91-110 | | | | 77 | | |
| 111-125 | | | | | 35 | |
| 126+ | | | | | | 14 |
| TOTAL | | | | | | 179 |

Figure 7

## PURDUE PERCEPTUAL MOTOR TEST RESULTS

(Learning Disabilities)

| Scores | Pass | Balance Posture | Body Image | Perceptual Motor Match | Ocular Control | Form Perception | Multiple Problem |
|---|---|---|---|---|---|---|---|
| 51-75 | 8 | -- | 1 | 1 | -- | 3 | 3 |
| 76-90 | 37 | 2 | -- | 4 | 4 | 6 | 3 |
| 91-110 | 52 | -- | -- | 4 | 3 | 10 | 3 |
| 111-125 | 12 | -- | 1 | -- | -- | 1 | 1 |
| 126+ | 9 | -- | 1 | -- | 1 | 1 | 1 |
| TOTAL | 118 | 2 | 3 | 9 | 8 | 21 | 11 |

Figure 8

EIGHT-YEAR OLDS REFERRED THROUGH SCREENING

| STS-IQ Ranges | Grade Levels | | | | |
|---|---|---|---|---|---|
| | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.9 | 5.0-5.9 |
| 51-75 | 1 | 3 | 2 | | |
| 76-90 | | 11 | 9 | 2 | |
| 91-110 | | 13 | 39 | 16 | |
| 111-125 | | | 4 | 15 | 8 |
| 126+ | | | | 2 | 3 |
| TOTAL | 1 | 27 | 54 | 35 | 11 |

* *

Figure 9

TWELVE-YEAR OLDS REFERRED THROUGH SCREENING

| STS-IQ Ranges | Grade Levels | | | | | |
|---|---|---|---|---|---|---|
| | 3.0-3.9 | 4.0-4.9 | 5.0-5.9 | 6.0-6.9 | 7.0-7.9 | 8.0-8.9 |
| 51-75 | | 2 | | 1 | | |
| 76-90 | | 3 | 9 | 3 | | |
| 91-110 | 1 | | 4 | 13 | 3 | |
| 111-125 | | | | 1 | 2 | 1 |
| 126+ | | | | | 3 | |
| TOTAL | 1 | 5 | 13 | 18 | 8 | 1 |

examination. Of the 91, 47 were eight and 44 were twelve years old. The speech referrals categorized by STS score and level are shown below in Figure 10.

* *

Figure 10

SPEECH REFERRALS

| STS Level | | Articulation | Voice | Language | Rhythm | Total | Not Referred |
|---|---|---|---|---|---|---|---|
| EMR | 8 | 12 | 5 | 0 | 0 | 17 | 19 |
| | 12 | 5 | 8 | 1 | 2 | 16 | 15 |
| Slow Learner | 8 | 28 | 17 | 4. | 2 | 51 | 54 |
| | 12 | 15 | 20 | 1 | 0 | 36 | 36 |
| Average | 8 | 32 | 46 | 4 | 0 | 82 | 60 |
| | 12 | 20 | 29 | 3 | 1 | 53 | 40 |
| Above Average | 3 | 3 | 11 | 4 | 0 | 18 | 33 |
| | 12 | 4 | 6 | 1 | 1 | 12 | 29 |
| Gifted | 8 | 7 | 2 | 1 | 0 | 10 | 33 |
| | 12 | 3 | 2 | 0 | 0 | 5 | 29 |
| TOTAL | 8 | 82 | 81 | 13 | 2 | 178 | 199 |
| | 12 | 47 | 65 | 6 | 4 | 122 | 149 |
| GRAND TOTAL | | 129 | 146 | 19 | 6 | 300 | 348 |

Figure 11, page 20, summarizes the Survey Area data and compares the findings with expected national incidence rates. The data very clearly illustrates that local rates are considerably higher than the national norms.

A total of 300 eight and 12-year old students were found to have some type of speech problem. This represented 37.9 per cent of those tested. The national rate is only 3.5 per cent. Using the recommended pupil-teacher ratio of 75-1, four speech therapists are needed for the 300 students identified by the survey. An extension of the 37.9 per cent to the total school age population gives a total of 2,689 students with possible speech problems and a need for 36 speech therapists. This percentage is extremely high, but points out the inadvisability of using national incidence rates as a guide to special education needs.

Data from Figure 5, page 15, shows 71 students who, from the IQ score, would be classified as educable mentally retarded. This represents 9.0 per cent of the eight and 12-year olds. The nationally accepted incidence rate for this handicap is 2.3 per cent. The data suggests that the rate of mental retardation in the Survey Area may be four times higher than the national rate. Using a student-teacher ratio of 15-1, five teachers of the mentally retarded would be needed for those students identified in the eight and 12-year old groups.

The survey also found that 47 students in the sample population were one or more grade levels below the expected level, indicating possible learning disabilities for this group. This number represents 5.9 per cent of the survey population. At a student-teacher ratio of 15-1, three teachers are needed for this group.

The testing further indicates that as many as 91 children in the study population may suffer from some type of hearing impairment. This is 11.5 per cent as compared to .575 per cent nationally.

The survey did not provide data that gave adequate descriptions of student needs in the areas of crippled, visually impaired, emotionally disturbed, and socially maladjusted children. At the positive end of the scale, however, the survey identified 83 students in the eight and 12-year old group who are classified as gifted. National norms project 2.0 per cent, but 10.5 per cent of the sample population were within this category.

Although this data cannot be used for specific individual remediation and prescriptive services, it reinforces the advisability of exploring other means of assessing need rather than relying on national norms.

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Figure 11

COMPARISON OF SURVEY AREA DATA WITH NATIONAL NORMS

| Category | Ages | National Norms (Per Cent) | Area Norms (Per Cent) | Number from Survey | Per Cent of Population Surveyed |
|---|---|---|---|---|---|
| Speech Impairment | 8 | 3.5 | 13.0 | 178 | 47.1 |
| | 12 | 3.5 | 15.0 | 122 | 29.3 |
| Mentally Retarded | 8 | 2.3 | 8.7 | 35 | 9.2 |
| | 12 | 2.3 | 9.5 | 36 | 8.7 |
| Learning Disability | 8 | 1.0 | 3.8 | 28 | 7.4 |
| | 12 | 1.0 | 4.1 | 19 | 4.6 |
| Hearing Impaired | 8 | .575 | 2.2 | 47 | 12.4 |
| | 12 | .575 | 2.4 | 44 | 10.6 |
| Crippled | 8 | .5 | 1.9 | NDA* | -- |
| | 12 | .5 | 2.07 | NDA* | -- |
| Visually Impaired | 8 | .1 | .37 | NDA* | -- |
| | 12 | .1 | .41 | NDA* | -- |
| Gifted | 8 | 2.0 | 7.6 | 36 | 9.5 |
| | 12 | 2.0 | 8.2 | 47 | 11.4 |
| Emotionally Disturbed | 8 | 2.0 | 7.6 | NDA* | -- |
| | 12 | 2.0 | 8.2 | NDA* | -- |
| Socially Maladjusted | 8 | 2.0 | 7.6 | NDA* | -- |
| | 12 | 2.0 | 8.2 | NDA* | -- |

*NDA - No Data Available

| | | |
|---|---|---|
| Population: | 8-Year Olds | 378 |
| | 12-Year Olds | 413 |
| | TOTAL | 791 |

## State Survey

Figure 12, page 22, represents a synopsis of the survey undertaken by the West Virginia Department of Education. Data indicates a total need of 436 special education teachers by 1973-74 and 115 additional personnel and supporting services by 1973-74.

The needs indicated by this figure for 1973-74 in the various areas of special education cannot be met by the colleges and universities of West Virginia within this time period.

An additional survey of special education needs and personnel was also conducted. Data were compiled from all but one county, for which figures were not available. (See appendix C.)

A review of the endorsements held by persons teaching special education during the 1971-72 school year is reflected in appendix D.

Recommendations concerning possible solutions to the discrepancy between the number of personnel needed and the number available are set forth in the next chapter.

Figure 12

SPECIAL EDUCATION STATISTICS

Compiled from Data Supplied by Dr. Charles W. Southard,
Asst. State Superintendent, Bureau of Instruction & Curriculum,
West Virginia Department of Education

| Areas of Exceptionality | Teachers Employed 1971-72 & 1972-73 | Requested Additional Teachers 1973-74 |
|---|---|---|
| Educable Mentally Retarded | 587 | 202 |
| Trainable Mentally Retarded | 57 | 20 |
| Speech & Language | 101 | 79 |
| Deaf & Hard of Hearing | 3 | 13 |
| Blind & Partial Seeing | 3 | 2 |
| Physically Handicapped | 18 | 11 |
| Behavioral Disorders--Emotionally Disturbed & Behavioral Disturbed | 8 | 31 |
| Learning Disabilities | 27 | 50 |
| Home & Hospital | 66 | 22 |
| Gifted | 6 | 6 |
| TOTAL | 876 | 436 |
| Aides | | 97 |
| Psychologists | | 12 |
| Coordinator, Special Education | | 6 |
| TOTAL | | 115 |

## Objective II. To Develop an Innovative Plan for Providing Special Education Programs at Colleges and Universities to Train Special Education Personnel

Colleges and universities throughout the state were asked to provide data on their present and projected special education programs. The results, shown in Figure 13, page 24, show only those programs at the undergraduate and graduate levels in special education which are approved by the West Virginia Department of Education. While a few institutions indicated in their letters projections and other offerings in the experimental stage, at this time they are not certified at the state level.

Figure 13 reveals that at the graduate level, there are three programs in the area of mental retardation which are recognized and accredited at the state level. At the undergraduate level, those programs recognized by the West Virginia Department of Education are in mental retardation with one experimental program in education for the physically handicapped.

Of those institutions which projected special education programs:

1. Six institutions indicated interest in developing programs in mental retardation.
2. Four institutions indicated interest in developing programs in specific learning disabilities.
3. Two institutions indicated an interest in developing an interrelated program with mental retardation, specific learning disabilities, and behavioral disorders.
4. Two institutions indicated an interest in hearing impaired and visually impaired programs.
5. Two institutions indicated an interest in behavioral disorders programs.

It must be pointed out that while an institution may project a program in a special education area for the near future, the program will not become an actuality without approval by the Board of Regents on program productivity and approval by the West Virginia Department of Education on course competency and program certification.

Concerning productivity, certain essential factors must be considered: staff, finances, availability of interested students, and state and national market demand.

It would not be productive for all West Virginia institutions of higher learning to offer special education programs or to project programs in special education. There should be certain guidelines leading to an allocation of function.

Figure 13

SURVEY OF PRESENT & PROJECTED SPECIAL EDUCATION OFFERINGS BY INSTITUTIONS

| Institution | Enrollment 1972 | Present Offerings in Special Education | Institutions Projected Offering in Special Education |
|---|---|---|---|
| Marshall University | 9,469 | Undergraduate: MR, PH[*]<br>Graduate: MR, PH<br>Experimental | Graduate:<br>SLD, BD |
| West Virginia University | 16,575 | Undergraduate: MR<br>Graduate: MR | Graduate: VI & HI, SLD, BD<br>Interrelated Program |
| College of Graduate Studies | 1,499 | MR | Interrelated Program |
| Bluefield State College | 1,231 | None | MR |
| Concord College | 1,843 | None | MR |
| Fairmont State College | 3,506 | None | SLD |
| Glenville State College | 1,527 | MR | SLD |
| Shepherd College | 1,985 | None Approved | VI & HI |
| West Liberty State College | 2,945 | MR | SLD,BD |
| West Virginia State College | 3,528 | None | MR,PH |
| Alderson-Broaddus College | 1,013 | None | None |
| Bethany College | 1,150 | None | MR |
| Davis and Elkins College | 800 | None | MR |
| Morris Harvey College | 2,670 | None | MR |
| Salem College | 1,266 | MR | Same |
| West Va. Wesleyan College | 1,652 | None | MR |
| Wheeling College | 670 | None | None |

[*] MR - mentally retarded PH - physically handicapped SLD - specific learning disabilities
BD - behavioral disorders VI & HI - visually impaired & hearing impaired

The determining factors in allocation of functions are:

1. Productivity of the institution
2. Geographic location of the institution
3. Student population to be served
4. Proximity to neighboring institutions

These determining factors are not mutually exclusive, but directly interrelated.

While an institution may be able to offer certain special education programs due to sufficient staff and student enrollment, it may not be productive to expand this institution's staff when a neighboring institution may be able to offer programs in consortium with this or another, or perhaps three institutions in the same general geographic region, serving basically the same student population.

West Virginia's graduate and baccalaureate institutions of higher education which have expressed interest in teacher education programs in special education may be grouped on the basis of their location in the northern and southern regions of the state:

Northern Region

West Virginia University
Fairmont State College
Glenville State College
Shepherd College
West Liberty State College
Davis and Elkins College
Salem College
West Virginia Wesleyan College

Southern Region

Marshall University
West Virginia College of Graduate Studies
Bluefield State College
Concord College
West Virginia State College
Morris Harvey College

In developing a productive special education teacher-training program for West Virginia, existing accredited program offerings in special education must be considered, not only across the state, but also by region. This would eliminate duplication by colleges. While West Virginia must meet its immediate special education needs, it must also consider long-range needs. Colleges must not produce an over-abundance of teachers for special education in the future, as a result of plans drawn up now to meet an immediate need.

Figure 14, page 26, indicates that all three graduate West Virginia institutions have a state-certified mental retardation program. Marshall University has a program in special education for the physically handicapped, which is approved by the Department of Education on an experimental basis. The northern region is served by West Virginia University in mental retardation, while the southern region is served by Marshall University and the College of Graduate Studies offering two mental retardation graduate programs and one experimental physically handicapped program. This represents a total of three mental retardation graduate level programs and one physically handicapped graduate level program for West Virginia. There are no private college special education graduate programs in mental retardation or education for the physically handicapped.

* *

Figure 14

CERTIFIED SPECIAL EDUCATION GRADUATE PROGRAMS IN WEST VIRGINIA

(By Region)

| | No. of Programs | Programs | Institution Location |
|---|---|---|---|
| North | 1 | 1 MR | West Virginia University |
| South | 3 | 2 MR | Marshall University<br>College of Graduate Studies |
| | | 1 PH (exp.) | Marshall University |
| TOTAL | 4 | 4 | |

## Behavioral Disorders

There are no certified programs in behavioral disorders in West Virginia, either at the graduate or undergraduate level. Marshall University has submitted a certification proposal to the West Virginia Department of Education for this program.

## Specific Learning Disabilities

Neither are there any certified graduate or undergraduate programs in specific learning disabilities in the colleges and universities of West Virginia.

Figure 15, below, indicates a total of six accredited undergraduate special education programs across the State. Five are offered in mental retardation and one experimental program in education for the physically handicapped is offered.

In the northern area, there are four mental retardation programs offered at the following institutions: West Virginia University, West Liberty, Glenville, and Salem.

In the southern area, Marshall University offers an undergraduate program in mental retardation and an experimental program in physically handicapped.

This represents a total of five undergraduate mental retardation programs: four north and one south, and one experimental physically handicapped program in the south.

* * *

Figure 15

CERTIFIED SPECIAL EDUCATION UNDERGRADUATE PROGRAMS
IN WEST VIRGINIA

(By Region)

| | No. of Programs | Programs | Institution Location | State | Private |
|---|---|---|---|---|---|
| North | 4 | 4 MR | West Virginia University<br>West Liberty<br>Salem, Glenville | 3 | 1 |
| South | 1 | 1 MR | Marshall University | 1 | 0 |
| | 1 | 1 PH (exp.) | Marshall University | 1 | 0 |
| TOTAL | 6 | 6 | | 5 | 1 |

## Visual and Hearing Impairments

In the special education areas of visual and hearing impairment, there are no accredited programs in the state. The program presently offered at Shepherd College is not officially accredited by the West Virginia Department of Education.

## Objective III.

The existing gap between needs and available services in special education cannot be narrowed with existing programs and personnel. Therefore, it seems that alternative approaches are needed.

The most frequent path followed in obtaining certification and licensing in special education is the college degree program. The college degree program is not practical or desirable, however, for all persons who wish to work in special education. Alternate programs could be provided in the following cases:

1. Individuals who have the B.A. or B.S. in another discipline such as psychology, sociology, etc.
2. Individuals who are certified to teach, but who have no certification in special education.
3. Individuals who are teaching on permits and may have courses, but no college degree.
4. Individuals who are certified in one special education area and who wish to become certified in another area of special education.
5. Individuals who have the M. A. in education and who wish to add special education area certification.
6. Individuals with the M.A. in areas outside of education who wish to become certified in special education.
7. Certified teachers who wish to add courses in special education to upgrade their professional certificate.

The following types of alternative programs in special education could be considered:

1. Inservice training
2. Workshops
3. Practicums and seminars

4. Internships
5. Field-service offerings
6. Special Education Resource Center
7. Community resources
8. Paraprofessionals
9. Programmed materials and technology

## Objective IV. To Initiate a System of Evaluation for All Training Programs

As set forth by the Board of Regents, (see appendix A) it is essential during the coming year as a part of Phase II activities in implementing the state-wide special education plan, that evaluation procedures be developed for determining if special education programs are meeting state needs.

At present, evaluation is carried out through state and national accrediting agencies. In the future, at least two levels of evaluation are envisaged: (1) a coordinator employed by the Board of Regents will, in cooperation with the West Virginia Department of Education, evaluate special education programs state-wide, and, (2) each institution will provide the Board of Regents with information about and evaluations of its own programs.

# CHAPTER III

## Discussion and Recommendations

### Objective I.

### Area Study

Data derived from the Area Study as depicted in Figure 11 may be generalized to indicate that, where data is available, the special education needs of West Virginia are in excess of the national needs in all areas.

Based on the evident needs for West Virginia in special education, the following recommendations may be set forth:

1. Colleges and universities of West Virginia should begin teacher training and related programs to meet the needs of special education in the state.
2. Additional research should be conducted, especially in those areas of special education where no concrete data is available.
3. Additional research should be conducted at various age levels in all areas of special education.

### State Survey

The immediate needs reflected in the state survey as set forth in Figure 12 will initially be focused on the certification and upgrading of persons already teaching in special education areas.

Recommended priorities are:

1. The immediate implementation of alternative training programs for special education personnel.
2. The immediate implementation of alternate programs for certification and/or upgrading.
3. The immediate implementation of certified undergraduate and graduate teacher training programs in special education in the allocated colleges and universities of West Virginia.
4. The development by the West Virginia Department of Education of competencies in additional areas of exceptionality, namely: gifted, home and hospital, speech and language.

## Objective II.

### Recommended Special Education Graduate Programs (See Figure 16)

1. A graduate consortium mental retardation program with the College of Graduate Studies, Bluefield State College, and Concord College should be developed.

2. Graduate schools should expand their special education programs to include specific learning disabilities and behavioral disorders.

3. Once the graduate schools have developed certifiable programs in specific learning disabilities, mental retardation, behavioral disorders, etc. interest in interrelated programs may be pursued on an experimental basis. Experimental programs would be designed to evaluate the efficacy of the interrelated concept.

4. Off-campus programs in special education should be expanded:

    a. To facilitate training of M.A. teachers in priority special education areas.

    b. To serve as an inservice training agent throughout the state.

    c. To be used in upgrading professional certificates in areas of special education.

5. Joint faculty appointments among graduate and undergraduate schools should be encouraged.

### Recommended Special Education Undergraduate Programs
(See Figure 17 )

1. All state and private institutions should be allowed to offer, where appropriate staff is available, the introductory level special education courses.

2. Undergraduate offerings should be expanded to include behavioral disorders, physically handicapped, visually impaired, and hearing impaired.

3. Alternate types of special education training programs should be studied at the undergraduate level.

4. Institutions with undergraduate programs in close proximity should consider consortial arrangements.

5. The introductory level courses in special education should be consistent in content in institutions which offer such course work.

6. Approved special education programs should be expanded to meet new state certification standards.

Objective III. To Develop Plans for Alternative Programs for Training Special Education Personnel

1. Inservice Programs

   Based on the West Virginia Department of Education 1973-74 survey (see Figure 12) in special education, there is a need for inservice training in special education. Inservice programs should consider the following:

   a. Does the individual seek certification or an advanced degree in special education?

   b. Does the individual simply want training in special education for other reasons?

   The following types of inservice may be considered:

   a. Inservice work for college credit.

   b. County inservice programs in special education areas.

   c. West Virginia Department of Education sponsored seminars for special education.

   d. Sponsoring of selected individuals by the state and counties to attend national special education conferences.

   e. Utilization of national consultant services, and state and local trained personnel.

2. It is recommended that the following types of workshops be considered:

   a. Workshops on selected college campuses for credit in specific areas, offered as an intensive area in-depth study.

   b. Informal community workshops which may or may not be taken for credit.

3. It is recommended that the following be considered:

   Practicums and seminars offered on college campuses as mini courses or graduate seminars.

4. It is recommended that the following be considered:

   Graduate and undergraduate institutions should consider internships as an integral part of their training program.

5. It is recommended that the following field service offerings be considered:

   Institutions of West Virginia should develop new delivery systems, such as the Computer Assisted Renewal Education (CARE) developed by Penn State University.

6. It is recommended that the following be considered:

   Special education resource centers be developed cooperatively between the Board of Regents, West Virginia Department of Education, and institutions of higher education. These centers could be located on college campuses and coordinated via educational television. The resource center should contain: curriculum material, tapes, films, etc. for special education.

7. It is recommended that the following community resources be considered: Business, professional and social clubs, mental health centers, hospitals and clinics, Departments of Welfare, rehabilitation centers, churches, industry, etc.

8. It is recommended that the following be considered:

   That carefully developed programs leading to certificates and associate degrees to train educational aides for exceptional children be implemented in selected institutions which have baccalaureate level programs in special education. At the present time no professional certificates have been established for any type of educational aide.

## Objective IV. To Initiate a System of Evaluation for All Training Programs

Since there is no concrete data present concerning the effectiveness of special education programs in West Virginia a system of evaluation must be devised, which would provide the following:

1. Informational feedback or the relevancy of the state plan in meeting the special education manpower needs.

2. Data relative to the effectiveness of the programs in approved institutions.

One model which may be utilized is the following:

1. Conceptualization

2. Program offering

3. Evaluation

4. Reconceptualization

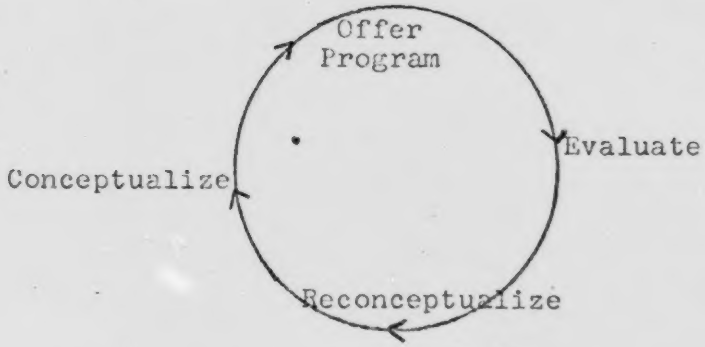
Offer
Program
Evaluate
Reconceptualize
Conceptualize

Figure 16

RECOMMENDED GRADUATE SPECIAL EDUCATION PROGRAMS BY INSTITUTION

| Institution | Mental Retardation | Specific Learning Disabilities | Physically Handicapped | Behavioral Disorders | Visual Impairments | Hearing Impairments | Speech & Hearing Therapy | Experimental Interrelated* |
|---|---|---|---|---|---|---|---|---|
| Marshall University | X | X | None | X | None | None | X | X |
| West Virginia University | X | X | X | X | None | None | X | X |
| West Virginia College of Graduate Studies | X | X | None | X | None | None | None | X |

*If feasible and desired

Figure 17

RECOMMENDED UNDERGRADUATE SPECIAL EDUCATION PROGRAMS BY INSTITUTION

| Institutions | Mental Retardation | Physically Handicapped | Behavioral Disorders | Visual Impairments | Hearing Impairments | Speech & Hearing Therapy |
|---|---|---|---|---|---|---|
| Marshall University | X | X | X | | | X |
| West Virginia University | X | | | | | X |
| Bluefield State College | Consortium 1 | | | | | |
| Concord College | Consortium 1 | | | | | |
| Fairmont State College | Consortium 2 | | | | | |
| Glenville State College | X | | | | | |
| Shepherd College | | | | X | X | |
| West Liberty State College | X | | Consortium 4 | | | |
| West Virginia State College | Consortium 3 | | | | | |
| Davis & Elkins College | Consortium 2 | | | | | |
| Morris Harvey College | Consortium 3 | | | | | |
| Salem College | Consortium 2 | | | | | |
| West Virginia Wesleyan College | Consortium 2 | | | | | |

Consortium 1 – Bluefield State College, Concord College and West Virginia College of Graduate Studies
Consortium 2 – Davis and Elkins College, Fairmont State College, Salem College and West Virginia Wesleyan College
Consortium 3 – Morris Harvey College, West Virginia State College and West Virginia College of Graduate Studies
Consortium 4 – West Liberty State College and West Virginia University

## IV. SPECIFIC RECOMMENDATIONS

The following represents the culmination of a series of studies pertaining to the present and future manpower needs in special education in the State of West Virginia. The specific recommendations which follow are gleaned from: such sources as the area pilot study, the West Virginia Department of Education state-wide survey, and institutional surveys.

### A. Specific Administrative Recommendations

1. It is recommended that a coordinator of the state special education plan be employed by the Board of Regents. The coordinator would work cooperatively with the West Virginia Department of Education and the colleges and universities participating in the state-wide plan for special ecucation. The primary function of the coordinator would be to implement the state special education plan. In addition, the coordinator would be responsible for a continuing evaluation of the state plan. The effectiveness of special education programs in the participating institutions would also be a responsibility of the coordinator. Finally, the coordinator would serve as a consultant to the participating colleges and universities in the area of program re-evaluation; data collection, and the development of innovative program development.

2. It is strongly recommended that an advisory council be established, as soon as possible, to assist in the implementation; allocation of functions; and continuing evaluation and modification of the state plan of special education. A model advisory board might include representatives from: the Board of Regents, West Virginia Department of Education, and participating colleges and universities. The council would be advisory to the coordinator, and through him to the Chancellor and the Board of Regents.

## B. Specific Program Recommendations

### RECOMMENDATIONS: Mental Retardation

Bluefield State College and Concord College, in consortium with the College of Graduate Studies, should consider establishing an undergraduate mental retardation program to serve the southern and southeastern area of the State. Similar programs should be developed by West Virginia State, the College of Graduate Studies, and Morris Harvey, in consortium; and, Fairmont State College, Salem, Davis and Elkins, and West Virginia Wesleyan Colleges, in consortium.

There is at present no evidence of a need for additional mental retardation programs in the northern area. Existing programs should be updated to meet new state standards. As the new undergraduate programs are developed, the existing graduate programs across the state should be continued and upgraded.

The mental retardation program at the College of Graduate Studies should be expanded to include M.A. level work at Bluefield State College and Concord College, with a similar effort through the West Virginia University graduate program at selected northern region institution(s).

### RECOMMENDATIONS: Physically Handicapped

Marshall University's experimental program for special education of the physically handicapped should become a permanent, fully-accredited program on both the undergraduate and graduate levels.

### RECOMMENDATIONS: Behavioral Disorders

Special education programs in behavioral disorders should be developed regionally, with West Liberty State College developing an accredited undergraduate program in consortium with West Virginia University for the northern region, and Marshall University developing an undergraduate program for the southern region.

On the graduate level, West Virginia University should develop an accredited program in behavioral disorders, in consortium with the institution(s) which express interest in an undergraduate program in the behavioral disorders area. Perhaps West Virginia University, in consortium with West Liberty State College, could develop such a graduate program. The College of Graduate Studies and/or Marshall University could also develop an accredited program in consortium with other interested state institutions.

## RECOMMENDATIONS: Visual and Hearing Impairments

One institution could serve the entire state in special education for visual and hearing impairment. (See Figure 12, page 23.) The logical location for an undergraduate program in this division of special education would be Shepherd College because of its proximity to the West Virginia School for the Deaf and Blind at Romney. Shepherd now offers some course work in visual and hearing impairment which could be expanded.

## RECOMMENDATIONS: Specific Learning Disabilities

Several graduate special education programs in specific learning disabilities should be developed. Marshall University and the College of Graduate Studies could develop a program, in consortium or separately, to serve the southern region. West Virginia University should develop a program to serve the northern region.

It is felt that because of the complexity of the subject matter and the level of expertise necessary to implement a program in specific learning disabilities, only graduate programs should be developed, at the present time.

# Appendix A

## PROJECT GRANT APPLICATION

## THE DEVELOPMENT OF A STATEWIDE PLAN FOR THE OFFERING OF SPECIAL EDUCATION PROGRAMS IN WEST VIRGINIA HIGHER EDUCATION

# THE DEVELOPMENT OF A STATEWIDE PLAN FOR THE OFFERING OF SPECIAL EDUCATION PROGRAMS IN WEST VIRGINIA HIGHER EDUCATION

## ABSTRACT

Purpose:

The West Virginia Board of Regents submits this application for the purpose of developing a statewide plan for the offering of Special Education programs at the colleges and universities in this state.

Objectives:

1. To formulate a comprehensive needs analysis for special education programs in the State of West Virginia.
2. To develop an innovative plan for providing special education programs at colleges and universities to train special education personnel.
3. To develop plans for alternative programs for training special education personnel.
4. To initiate a system of evaluation for all training programs.

This plan will be developed during the 1971-72 fiscal year and will serve as the basis for block grants of training funds from the Division of Training Programs, Bureau of the Education of Handicapped Children, U. S. Office of Education.

## PURPOSE OF SPECIAL GRANT APPLICATION

The West Virginia Board of Regents submits this application for the purpose of developing a statewide plan for the offering of Special Education programs at the colleges and universities in this state. The plan will serve as the basis for applications for block grants of training funds from the Division of Training Programs, Bureau of the Education of Handicapped Children, U. S. Office of Education.

## STATEMENT OF THE PROBLEM

For the past decade the Division of Training Programs, Bureau of the Education of Handicapped Children has funded the Special Education training programs at West Virginia University and at Marshall University. In more recent years, West Virginia University-Kanawha Valley Graduate Center and Glenville State College have also been included in this federal funding. However, the grants to the state schools have, throughout the years, been constantly diminishing.

A cursory examination of the situation shows that these state colleges and universities have been training Special Education teachers primarily in the field of mental retardation. Only in recent years has a limited attempt been made to train Special Education teachers for other types of handicapped children.

The size of the professional staff in these Special Education departments at the institutions of higher education has been extremely limited. In most cases, the staffing pattern has had only a token number of terminal degree staff members and the schools have used many of their own graduates in the training program.

At present, a critical problem facing the West Virginia Board of Regents is a definitive examination of the existing Special Education training programs at the colleges and universities. The necessity for such an examination is based on two factors:

1. The necessity of providing appropriate Special Education training programs at colleges and universities to implement the state Special Education law which becomes mandatory legislation in 1974.
2. The request of the Bureau of Training Programs, Bureau of the Education of the Handicapped to prepare applications for block grants of funds.

During 1971-72 the West Virginia Board of Regents will designate personnel to make this examination, to examine the problems, and to offer solutions. Staff members of the West Virginia Board of Regents will work with other state agencies in the preparation of a program for preparing for block granting.

## METHOD

The development of a statewide plan for training programs in Special Education will be under the general supervision of the Director of Planning and Research of the West Virginia Board of Regents. A specialist in the area of Special Education will be employed on a part-time basis to guide the technical aspects of the study and this individual will supervise the activities of two graduate research assistants.

A committee consisting of one representative from each college and university in the state, public and private, will serve in an advisory capacity to the Board of Regents and the study staff. Consultants will be employed to advise the study team in certain problem areas as they arise. The tentative schedule for the development of the plan is shown on Page 10 and the proposed budget on Page 11.

The following objectives are offered as a major fulfillment of the plan to prepare a proposal for block granting in training personnel at the state's colleges and universities.

Proposed procedures and suggested activities are discussed in relationship to each objective.

## OBJECTIVE I

## TO FORMULATE A COMPREHENSIVE NEEDS ANALYSIS FOR SPECIAL EDUCATION PROGRAMS IN THE STATE OF WEST VIRGINIA

The appointed staff of the West Virginia Board of Regents will cooperate with the staff of the Division of Special Education, West Virginia State Department of Education in formulating the needs analysis of Special Education programs, particularly as it is related to the 1974 mandatory Special Education law.

It must be emphasized that a needs analysis of Special Education is more than a mere survey of statistical findings of handicapped children. It is essential that consideration be given to present and future population trends in this state. It is also necessary to determine geographic locations of various types of handicapped children. This latter point is crucial in determining the priority of training programs in Special Education.

There is also the necessity for preparing plans that will aid county school systems to develop cooperative plans for educating handicapped children. Such plans should provide for creative approaches, such as residential education away from the home, schools for multiple types of handicapped children, and the preparation of itinerant teachers and subprofessionals.

## OBJECTIVE II

## TO DEVELOP AN INNOVATIVE PLAN FOR PROVIDING SPECIAL EDUCATION PROGRAMS AT COLLEGES AND UNIVERSITIES TO TRAIN SPECIAL EDUCATION PERSONNEL

The inability of colleges and universities to adequately staff the Special Education departments is similar to the national problem in this particular field of education--it's critical. However, to be concerned only with the factor of numbers of professional personnel is to misrepresent the priorities. The fundamental priority must be a concern for the quality of the Special Education programs and the relationship of the programs offered to the state's needs for the handicapped children. During the 1971-72 academic year, the study staff will examine the problems related to Special Education and will give consideration to all aspects of these problems in developing a statewide plan. Among the considerations that will be made are the following:

1. It is impractical for all of the institutions of higher education to develop comprehensive Special Education training programs. The Board of Regents must develop a plan whereby the training of particular Special Education personnel will be the primary concern of selected schools.
2. In view of the fact that there is only a limited number of trained and highly qualified Special Education personnel in the colleges and universities, there must be a reexamination of traditional and innovative approaches whereby greater use may be made of the limited number of highly trained personnel. Consideration might be given alternate plans such as a consortium arrangement or the use, on a part-time basis, of highly qualified Special Education personnel who are working in other state agencies or private organizations.

3. There is a need to provide a meaningful sequence from undergraduate to graduate courses in Special Education. A similarity of course content in fundamental courses at the various undergraduate institutions would permit the continuity that is necessary in moving from undergraduate to graduate programs in Special Education. A reexamination of course content can determine whether or not new courses and new approaches might be used in the training of Special Education personnel. A common core of undergraduate courses might be developed for all institutions. However, the various approaches used by the instructor to convey the material to the students will always be based on professorial preferences.

4. Since traditional training programs only develop specialists in Special Education, the possibility of training persons equipped to work in many areas of Special Education should be investigated. The concept of noncategories in Special Education might be helpful to train instructional personnel who can work with many types of handicapped children. Here again the concept of the core program mentioned in Item 3 may be helpful.

5. All personnel for this field may not require highly specialized training, therefore, consideration should be given to the development of training programs which will provide paraprofessionals who could work with handicapped children.

6. Although primary consideration has been given for the training of Special Education personnel, in reality most of these individuals have been trained to be classroom teachers. Very little has been done in the training of administrators and supervisors for this special field. Reexamination should be given to the fact that a comprehensive program should be developed at one of the colleges or universities to equip leaders for administrative positions in Special Education programs in the counties in the state.

As previously stated, the above mentioned considerations represent only a tentative series of ideas to consider in reaching policies for this particular objective. It is obvious that there are other problems and other solutions that will need to be examined in relation to this objective.

## OBJECTIVE III

## TO DEVELOP PLANS FOR ALTERNATIVE PROGRAMS FOR TRAINING SPECIAL EDUCATION PERSONNEL

Consideration must be given to the development of training programs for transfer of theoretical knowledge to application. This might be accomplished through programs that will allow teachers to attempt classroom application of the new techniques. There is also the need for reexamining programs for the continuous education of teachers who wish to take advanced work in this field. There is a critical need for the continued education of individuals in the training programs in the colleges and universities, and there is also the need to examine Special Education training programs for the secondary schools.

Some possible solutions include:

1. The possibility that workshops and in-service training programs in Special Education on the county level may be offered for college credit.
2. The concept of the development of master Special Education teachers whose responsibility might be to train inexperienced teachers at in-service meetings and of allowing graduate students to receive college credit for work in internship programs.
3. The development of creative and innovative ideas for training Special Education personnel that will not require total training on the campuses of colleges and universities.
4. The consideration of training personnel to work in institutions, day care centers, mental retardation clinics, as well as in the Special Education programs in our public schools.

## OBJECTIVE IV

## TO INITIATE A SYSTEM OF EVALUATION FOR ALL TRAINING PROGRAMS

Any plan for changing existing programs must not represent or be considered as the ultimate. It is essential that a system of evaluations be developed that will encourage creative changes that will allow for continuous growth and have within it flexibility.

It will be essential during the coming year for the staff of the Board of Regents to develop a series of evaluation procedures to determine if the Special Education training programs are serving the needs. The mechanism for developing various types of evaluation will necessitate consultation with specialists in this type of procedure.

The system of evaluation must consider the following factors:

1. Are the Special Education training programs at the colleges and universities serving their purpose in that they are satisfactorily meeting the needs of West Virginia school systems?
2. Do the Special Education training programs show continuous growth or are they stagnant?
3. Are the Special Education training programs flexible enough to adopt to the changing needs of the school systems and changing technology?

It is imperative that the evaluation procedure be more concerned with the quality of the programs that are showing innovative approaches.

It is not suggested, however, that change for the sake of change is essential. The criteria that must be developed are a means by which it can be shown that change includes improvement.

## Appendix B

# WEST VIRGINIA DEPARTMENT OF EDUCATION

# CERTIFICATION STANDARDS FOR SPECIAL EDUCATION

# INTRODUCTION TO SPECIAL EDUCATION

As early as 1941, West Virginia inaugurated a program of teaching homebound crippled children shortly followed by its first public school class for the mentally retarded. Programs developed slowly but consistently during the next ten years, and by 1952, the State Board of Education adopted regulations for teachers of mentally handicapped children. The following year witnessed the first statewide workshop for teachers of exceptional children which convened in Charleston. A state director of special education was employed in 1955 lending state leadership to the growth of the special education movement. The next ten years saw special education services triple as well as the development of teacher training programs in our institutions of higher education. A milestone which pays tribute to West Virginia's concern for its exceptional students occurred with the passage of Senate Bill 44's mandatory special education legislation in 1969. Because of its recentness and importance to our State's education system, the body of the Act is presented:

> In accordance with the following provisions, county boards of education throughout the state having five or more exceptional children of any one of the types or classifications hereinafter provided for shall establish and maintain special schools, classes, home-teaching or visiting-teacher services for such type or classification in order to provide for educating exceptional children between the ages of six and twenty-one, but who differ from the average or normal in physical, mental or emotional characteristics, or in communicative or intellectual deviation characteristics, or in both communicative and intellectual deviation characteristics, to the extent that they cannot be educated safely or profitably in the regular grades of the public schools, and for whom special

> educational provisions need to be made in order to educate them in accordance with their capacities, limitations and needs. In addition, county boards of education may establish and maintain other educational services for such types or classifications as the state superintendent of free schools may approve.
>
> The general types and classifications of exceptional children for whom provision may be made under this article are the following areas of exceptionality: Visually impaired, hearing impaired, physically or orthopedically handicapped, epileptic, mentally retarded, speech handicapped, multiple handicapped, autistic, intellectually gifted, socially or emotionally maladjusted including the delinquent, learning disabilities both physical and psychological and any other areas of exceptionality which are identified and approved by the state superintendent of free schools.
>
> By the school year beginning on the first day of July, one thousand nine hundred seventy-four, county boards of education shall establish and maintain these special schools, classes, home-teaching and visiting-teacher services. The state superintendent of free schools shall adopt rules and regulations to advance and accomplish this program.
>
> Nothing in this section shall be construed to prevent county boards of education from providing special schools, classes, home-teaching or visiting-teacher services for exceptional children between the ages of three and six.

The brief West Virginia history and its paramount special education mandate is indeed consistent with a democratic society which says all children and young adults have a right to a public education which allows them to achieve their maximum potential regardless of how limited this potential may seem. Some of the exceptional students will require various modifications of regular education to achieve their potential. Special classes, resource rooms, homebound instruction, itinerant teachers are modifications considered part of special education. Special education programs can be expensive. However, the excess cost required to properly educate all children and young adults will be returned multiplied several times through their greater capacity for self-support and civic responsibility. Even if the above were not fully realized, we educate all children because they all possess capacities for growth.

## BASIC SKILLS DEVELOPMENT

### INTRODUCTION

In order to adequately meet the needs of children in special education, teachers should be prepared in a manner which provides a broad educational exposure to major fields of knowledge and a thorough acquisition of those special competencies which relate to the exceptional child. The basic skills developed for the preparation of special education teachers insures that the general objectives of education, which are essentially similar for all students, are not overlooked.

### TEACHER COMPETENCIES:

### ARITHMETIC

The teacher of exceptional children should demonstrate teaching competencies in each of the subject areas of the basic skills. In doing this, he should be able to:

1.0 Make the child aware of his need for numbers.

  1.1 Give the exceptional child a simple understanding of the orderliness manifested in the number system.

  1.2 Help the child develop number awareness through the appropriate use of concrete objects, group situations, and everyday experiences.

   1.3 Broaden and deepen the child's number awareness by correlating daily experiences with structured instructional periods.

   1.4 Develop number awareness and realization of the usefulness of numbers in solving problems met in daily life.

   1.5 Understand the evolutionary development of the number system.

2.0 Develop in the child the functional use of arithmetic which is commensurate with his developmental ability.

   2.1 Provide the child opportunities through carefully controlled situations for developing a meaningful arithmetic vocabulary.

   2.2 Develop the background skills necessary for solving mathematical problems common to exceptional children.

   2.3 Establish in the child meaningful recognition, association, and arrangement of numeral symbols.

   2.4 Use the manipulative and sensory materials in the development of mathematical understandings.

   2.5 Use concepts of time and quantity in relation to environment.

3.0 Help the exceptional child to achieve a greater feeling of self-esteem through his competence in solving problems encountered in daily living.

4.0 Stimulate the ability of the child to think quantitatively when confronted with numerical situations.

5.0 Develop habits of independence and self-help in carrying out assigned tasks.

6.0 Use appropriate teaching techniques to help exceptional children develop problem-solving strategies.

## ART

1.0 Provide simple art techniques to enable children to work with confidence.

   1.1 Provide the exceptional child with an opportunity to participate in experiences which will add to his knowledge, develop abilities, and increase his enjoyment of art.

   1.2 Create first-hand experience in seeing, feeling, and discussing objects of art.

1.3 Encourage, plan, and guide creative expression in children at various stages of development.

2.0 Create in the children a desire for having their surroundings in school, home, and the community to be more attractive.

2.1 Provide media for self and group expression and communication.

2.2 Provide media for tension release and other psychological implications.

3.0 Utilize art in other areas of the curriculum.

## HEALTH AND PHYSICAL EDUCATION

1.0 Promote an awareness and concern in the exceptional child for health factors, physical activity levels, protection from diseases, and freedom from accidents.

1.1 Demonstrate good physical and health practices.

1.2 Administer appropriate first aid in an emergency.

1.3 Demonstrate an awareness of the basic health needs of the child throughout the developmental period.

1.4 Develop an awareness of the responsibilities of community groups and agencies, and how they work together in developing a plan for the health and psychological welfare of all citizens.

1.5 Demonstrate an awareness of the implications that health contributes to the physical, social, and emotional maturity of the exceptional child.

2.0 Provide a program of activities which develops and maintains maximum physical efficiency in the motor areas.

2.1 Plan and implement a balanced health program in terms of the needs of the child at different stages of development.

2.2 Demonstrate an understanding of the effect of the physical environment upon learning as it relates to the child.

3.0 Demonstrate an understanding and appreciation of the effect good health and grooming has on the potential occupational competence for the child.

4.0 Develop an understanding of the contribution of physical education activities to self-expression.

## LANGUAGE ARTS

1.0 Demonstrate ability to write and speak clearly, correctly, logically, and effectively.

1.1 Analyze how man communicates and the skills that are needed for effective communication.

1.2 Become acquainted with the receptive and expressive means of communicating.

1.3 Demonstrate a practical knowledge of grammar including spelling, punctuation, the parts of speech, and sentence structure.

1.4 Demonstrate ability to use legible and organized written material.

2.0 Understand the relationship of the language arts to all other areas of the curriculum.

2.1 Understand the normal development of speech habits and their relationship to reading, writing, spelling, and listening.

2.2 Develop an understanding of the mechanics involved in the written and spoken language of the child.

3.0 Demonstrate ability to identify speech and hearing deviations.

3.1 Develop a knowledge and understanding of the physical basis for speech.

3.2 Demonstrate ability to diagnose simple language deficiencies through listening and observing children with speech and hearing defects.

3.3 Demonstrate familiarity with sources for help in language areas requiring specialized attention such as speech and hearing handicapped, mixed dominance, and motor disabilities.

3.4 Demonstrate ability to listen and observe with comprehension and discrimination.

4.0 Demonstrate a knowledge of the mechanics of reading and reading materials.

4.1 Demonstrate the ability to select and utilize appropriate procedures and materials in the area of reading.

  4.2 Demonstrate the ability to use developmental reading materials and methods that are suitable for the individual child.

  4.3 Demonstrate the ability to use appropriate remedial reading techniques and methods most suitable for the individual child.

  4.4 Demonstrate the ability to use appropriate writing materials based upon the motor skills of the exceptional child.

5.0 Demonstrate the techniques involved in word study as well as the meaning and functions of words.

## MUSIC

1.0 Develop a broad background of musical knowledge suited to each child's ability.

  1.1 Recognize the forms of music proven most effective with exceptional children.

  1.2 Help the child develop an awareness of the natural music in the environment.

2.0 Help the retarded child socially by participation in musical group activities.

  2.1 Utilize music as an emotional outlet for the release of the child's frustrations, angers, and fears.

  2.2 Develop positive reactions of the child to musical activities.

  2.3 Help the child develop a love for music through singing, rhythms, and listening.

  2.4 Increase motor responses through sense of rhythm, dexterity and freedom of movement as well as control of hands, feet, and body.

  2.5 Develop the child's ability to recognize upward and downward direction of melody.

3.0 Strengthen the child's ability for self-expression through the medium of music.

  3.1 Develop the child's feeling for music.

  3.2 Help the child feel and express moods of music.

3.3 Recognize and foster musical creativity in exceptional children.

## SCIENCE

1.0 Demonstrate an understanding of the fundamental principles in the biological and physical sciences.

1.1 Help the child in the development of observational and inferential skills.

1.2 Demonstrate the ability to develop habits of careful observation and a wholesome interest in the physical environment.

1.3 Demonstrate the ability to develop an acquaintance with and understanding of scientific facts that concern health and safety.

1.4 Demonstrate the ability to develop an understanding of simple mechanical appliances used in the home.

1.5 Be able to develop in the child an understanding of the effect of weather and environment on dress, work, recreation, food, transportation, and communication.

2.0 Demonstrate the ability to utilize science in the curricula in an approach commensurate with the developmental abilities of the exceptional child.

2.1 Develop an understanding of the exceptional child's environment and a knowledge of the various scientific principles necessary to live in his community.

2.2 Demonstrate an understanding of the value of energy, machines, and natural resources upon modern living.

## SOCIAL STUDIES

1.0 Foster the child's awareness of himself as a social being, with consequent benefits and responsibilities.

1.1 Provide information and experiences which will develop attitudes and habits conducive to family living.

1.2 Assist the child in developing acceptable social behavior.

1.3 Develop an awareness in the child of the duties and responsibilities of those in authority and the proper response to authority.

1.4 Develop attitudes of respect for the rights and property of others.

2.0 Develop an understanding of how various units of society are dependent upon each other.

2.1 Develop concepts which will foster responsible membership in school and in the community.

2.2 Develop in the child an understanding of family relationships and of the responsibilities of family members.

2.3 Develop respect for authority in the home and in the community.

2.4 Broaden the child's understanding of his environment through study of his home, school, and community.

3.0 Help the exceptional child develop an appreciation of his American heritage through exposure of significant persons and events in our Nation's history.

3.1 Promote an understanding of the contributions of the various races and nations to the progress of mankind in general and of the United States in particular.

3.2 Develop an awareness of the social climate affecting both classroom and out-of-class activities, and seek out appropriate intergroup education activities which will dispel stereotyped notions and nurture positive attitudes.

3.3 Enable the mentally retarded pupil to obtain a healthy self-image so that he can appreciate his own worth as he moves to understand and accept people from different backgrounds.

3.4 Display a knowledge of American history and government, an appreciation of his country and the principles on which it was built.

4.0 Broaden the child's understanding of current events and acquaint him with the geographical locale.

5.0 Develop the ability to translate subject matter experiences into more effective ways of living in a democratic society.

5.1 Integrate various areas of the curriculum to provide a climate which will enhance the social growth of each child.

5.2 Plan and develop a classroom atmosphere in which pupils feel free to express their opinions and challenge ideas.

6.0 Demonstrate an understanding of human relation skills as well as fundamental academic skills.

7.0 Display a knowledge of the nature, importance, and location of natural resources, and their relation to the economic and aesthetic development of the state and nation.

8.0 Exhibit an appropriate awareness of our economic system, including the production and distribution of commodities, the business cycle, government and economic life, and conflicting economic systems.

9.0 Develop an appropriate awareness with the range of duties of adult life and promote the transfer of knowledge from the classroom to adult living.

A BASIC SKILLS PROGRAM for students certificated K-12 in Special Education shall include:

| AREAS | HOURS (30) |
|---|---|
| Arithmetic | |
| Art | |
| Health and Physical Education | |
| Language Arts | |
| Music | |
| Science | |
| Social Studies | |

## SPECIAL EDUCATION CORE

### INTRODUCTION

It is recognized that although educators classify exceptional children into categories in order to provide them with special educational services, there are common behaviors which both exceptional and normal children exhibit. Special education teachers should be capable of recognizing and dealing with these common behaviors. The educational program for exceptional children should be built on the common behaviors, emphasizing the likenesses found in children, and recognizing the differences where it becomes necessary to provide special educational procedures to effectively and efficiently provide for the exceptional student. Recognition of common abilities in exceptional children requires that teachers of all types of exceptional children have common abilities. The core competencies are intended to provide for this.

Each student desiring certification in special education must meet the core competency requirements plus the requirements in a specialization(s).

## SPECIAL EDUCATION CORE:

The teacher of exceptional children should demonstrate teaching competence relative to the common behaviors and needs of these children. In doing this, he should be able to:

(1) 1.0 Demonstrate that the development of services in special education relates directly to the social, political, and educational attitude of the culture.

- 1.1 Relate the historical development of the western world to the development of special education.
- 1.2 Identify factors which contributed to the environmental setting conducive to the growth of special education.
- 1.3 Explain the reasons for the growth of parental support in the development of special education.
- 1.4 Justify the existence of the special education concept in American public education.
- 1.5 Identify the role played by numerous public and private organizations which promote special education.
- 1.6 Utilize existing community resources and support the development of new resources.

(1) 2.0 Demonstrate oral and written use of professional terminology in special education.

(1) 3.0 Identify the various areas of exceptionality within special education.

- 3.1 Identify the general characteristics and specific needs of various types of exceptional children.
- 3.2 Identify the common base or element used in defining each area of exceptionality.

(1) 4.0 Serve as a referral agent in the continuous process of adapting education to fit the child's needs.

Psy (2) 5.0 Differentiate between the normal and exceptional child.

- 5.1 Describe principles of human growth and development.
- 5.2 Demonstrate the application of the basic theories of learning as they relate to the various exceptionalities.

Ed. (2) 6.0 Apply general evaluative and assessment techniques to exceptional children.

- 6.1 Identify those instruments available for measuring intervariability differences in exceptional children.
- 6.2 Administer and interpret intervariability assessment devices.
- 6.3 Administer and interpret informal techniques to determine intravariability.

Ed. (3) 7.0 Interact effectively with other professionals, para-professionals, parents, and exceptional children.

- 7.1 Conduct the parent-teacher conference.
- 7.2 Establish a bi-curriculum approved for teaching exceptional children.
- 7.3 Participate in in-service training programs for other school personnel.

(1) 8.0 Identify general legal regulations as they apply to the fields of special education.

- 8.1 Discuss the role of governmental organizations at the federal, state, and local levels in relation to special education.

El.(2) & Psych. 9.0 Employ interpersonal and intrapersonal communication skills that facilitate the education of exceptional children.

9.1 Identify personal needs, motivations, and values as they affect one's own behavior.

9.2 Tolerate and appreciate others' differences from self values, language, and patterns of behavior.

9.3 Tolerate ambiguity and unpredictability.

9.4 Maintain a basically optomistic view of human potential and behavior.

9.5 Recognize discrepancies between intentions and consequences of one's behavior.

A program to achieve the special education core required of each specialization shall include:

AREAS HOURS (6)

## SPECIALIZATIONS

### BEHAVIORAL DISORDERS
(Socially Maladjusted-Emotionally Disturbed)

### INTRODUCTION

A behaviorally disordered child is one whose emotional condition is medically and psychologically determined to be such that he cannot learn at a satisfactory level of expectation within the regular school environment without the provisions of special services. Teachers of the Behaviorally Disordered child may instruct persons in a variety of educational settings.

Locations may range from an institutional environment to the public schools. Private facilities and clinics may also serve as educational facilities. While school age children and youth are the primary focus of the certification process, persons constituting a variety of ages, conditions and placements may profit from educational interactions with teachers certificated in Behavioral Disorders.

## DEFINITION

Over a long period of time, emotionally disturbed children may exhibit one or more of the following characteristics to a marked degree:

A. An inability to learn that cannot be primarily explained by intellectual, sensory, or health factors.

B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

C. General pervasive mood of anxiety, depression, withdrawal, or aggression.

D. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

E. Chronically disregard social values and rules by substituting those of their peer group self.

## COMPETENCIES

The teacher of the behaviorally disordered child should be able to:

(S)K 1.0 Analyze educational problems related to the behaviorally disordered.

1.1 Identify behavioral characteristics, in terms of excessive, deficient, and inappropriate behaviors.

1.2 Demonstrate through verbal and written media a knowledge of the individual cognitive processes, such as memory, hypothesis formation, and alternative perception.

1.3 State the various theories of the etiology in behavioral disorders.

1.4 Analyze and apply appropriate research in the field.

(3 b) 2.0 Develop psycho-educational assessments by:

2.1 Observing and collecting data.

2.2 Assembling case histories.

2.3 Being familiar with both formal and informal testing (such as the Thamatic Apperception Test, sentence completion, sociograms, behavior scales).

2.4 Conducting on-going student assessment.

(3c) 3.0 Conduct an instructional process that indicates:

3.1 A knowledge of various curriculum patterns.

3.2 Encouragement and support of effective growth, through familiarity with the various conceptual models of emotional disturbance, such as:

3.21 Psycho-Dynamic Model.

3.22 Learning Model.

3.23 Developmental Model.

3.24 Biological Model.

3.25 Counter Theory.

3.26 Ecological Theory.

3.27 Sociological Theory.

3.3 Establishment of instructional objectives.

3.4 Ability to design remedial instruction.

3.5 Development of clinical/prescriptive teaching responses to each child.

3.6 Competence in material preparation and use.

(3c) 4.0 Utilize behavioral dynamics by:

4.1 Conducting interviews centered around behavioral dynamics, overt behavior, and coping responses.

4.2 Conducting life-space interviews.

4.3 Clarifying thought from feeling.

4.4 Relating to behaviorally disordered children in terms of physical, psychological and social factors, as well as individual differences, and to recognize and provide for these individual differences.

4 5.0 Demonstrate an ability to facilitate interpersonal and intrapersonal interaction.

5.1 Generate various educational environments according to the needs of the staff and/or handicapped individual.

5.2 Demonstrate verbally and in writing approaches to self-awareness, self-acceptance and self-evaluation.

5.3 Utilize groups for developing skill in decision making, in mutual influence, in conflict management.

5.4 Feel comfort in response to inquiring, challenging, exceptional individuals.

| AREAS | HOURS (12) |
|---|---|

## HEARING IMPAIRED

### INTRODUCTION

A teacher of hearing impaired children shall demonstrate competencies and knowledges in the areas which are considered fundamental for teachers to work effectively with these children.

## DEFINITION

Hearing impaired (deaf or hard of hearing) individuals are those who require specialized education because of a hearing impairment.

## COMPETENCIES

The teacher of the hearing impaired child should be able to:

1.0 Demonstrate a knowledge of the Foundations of Education of the Hearing Impaired.

  1.1 Relate historical and current developments in education of the hearing impaired in the United States and other countries and the influence of historical developments upon the current state of the field.

  1.2 Analyze national and local issues, trends, and events which influence the education of hearing impaired children.

  1.3 State purposes and services of national, state, and local organizations and government agencies concerned with the education and welfare of the hearing impaired.

  1.4 Evaluate national, regional, state, and local education programs for the hearing impaired.

  1.5 Describe content of nature, issues, and trends of fields and professions related to education of the hearing impaired, such as regular education, audiology, and educational psychology, and the contributions of these fields to education of the hearing impaired.

  1.6 Analyze implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing impaired individuals.

  1.7 Utilize educational, sociological, audiological, psychological information in educational planning and counseling for both hearing impaired children and their parents.

  1.8 Locate and utilize resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

2.0 Explore the relationship of the physical and psychological aspects of sound to speech and hearing.

2.1 Describe the function of speech, auditory, and visual mechanisms involved in communication of normal and pathological organisms, and subsequent concompetent behaviors.

2.2 Analyze the general and specific effects of hearing impairment upon the production of speech and the reception of speech and other sounds.

2.3 Demonstrate an awareness of various procedures for testing hearing and a capability for interpreting test results.

2.4 Describe the functioning and characteristics of various types of amplifying and their application to learning and instructional processes.

3.0 Explore the theoretical and practical aspects of developing evaluation, and improving the hearing impaired child's receptive and expressive language and his communicative skills.

3.1 Apply the structure of the English language (linguistics), the acquisition and use of language (psycholinguistics), and the implications of these areas for education of hearing impaired infants, children, and young adults.

3.2 Utilize research and other literature on language of the hearing impaired.

3.3 Provide for the acquisition and development of language skills in hearing and in hearing impaired infants and children.

3.4 Relate the cause of the disorders of language development.

3.5 Demonstrate methods and procedures of language instruction for hearing impaired children.

3.6 Utilize appropriate instructional procedures to effect language learning in hearing impaired children and the ability to diagnose, correct, and improve language development in these children.

3.7 Describe the communication process and the effects of hearing loss on communication.

3.8 Utilize various modes of communication and combination of modes (listed below) used in teaching hearing impaired individuals and a knowledge of methods, procedures, and materials used in teaching these modes of communication including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication ability:

| | |
|---|---|
| Reading | Speech |
| Written communication | Fingerspelling |
| Speechreading | The language of signs |
| Auditory training | |

4.0 Demonstrate the ability to develop and adapt curriculum materials and instructional procedures including the use of media and instructional technology, to fit the special educational needs of hearing impairments.

4.1 State the purpose and the nature of curriculum and an understanding of learning and instructional processes.

4.2 Describe curriculum and instructional procedures common to education of the hearing impaired and regular education, adaptations of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum instruction unique to education of the hearing impaired.

4.3 Plan, implement, and evaluate learning experiences for individuals and groups, including the ability to:

4.31 Identify learner entry level.
4.32 Conceptualize and formulate objectives in behavioral terms.
4.33 Design methods of evaluation based upon measureable objectives and utilize data collection procedures.
4.34 Select, design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objectives.
4.35 Implement appropriate instructional procedures.
4.36 Evaluate learner responses and revise instruction appropriately.

5.0 Demonstrate through observation, participation, clinical practice, and student teaching, the ability to:

5.1 Utilize facilities, services and programs available for the education and counseling of hearing impaired children and adults.

5.2 Interact effectively for instructional purposes in a learning situation with hearing impaired individuals or groups at one or more teaching levels.

5.3 Plan and organize curriculum content in an area of specialization for effective learning by both individuals and groups of hearing impaired children.

AREAS HOURS (18)

## MENTAL RETARDATION

### INTRODUCTION

Programs for teachers of mentally retarded children and youth provide those experiences which produce a specialist for working with retarded children. These programs are given direction and coordination by teacher trainers in professional education who utilize resources in the arts and science, social welfare, and other agencies throughout the state concerned with habilitation services for exceptional children and youth.

### DEFINITION

Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in one or more of the following adaptive behaviors: 1) maturation 2) learning, and 3) social adjustment.

(Source: Rick Heber, American Journal of Mental Deficiency, Volume 64, Number 2, September 1959)

### COMPETENCIES

The teacher of the mentally retarded child should be able to:

1.0 Understand that the development of services in the field of mental retardation relates directly to the social, political, and educational attitude of the culture.

- 1.1 Relate the historical development of the Western world to developments in the field of mental retardation.
- 1.2 Identify the factors which contributed to the environmental setting conducive to the growth of mental retardation and special education.
- 1.3 Relate the reasons for the growth of parental support in the development of special education for the mentally retarded.
- 1.4 Justify the existence of the special education concept for the mentally retarded in American public education.
- 1.5 Identify the role played by the numerous public and private organizations which promote special education for the mentally retarded.
- 1.6 Discuss the role played by governmental organizations at the Federal, State, and local levels in relation to special education.
- 1.7 Utilize and help to develop community resources pertinent to the needs of the mentally retarded.
- 1.8 Demonstrate a basic understanding of the heritage of our educational system including the varied philosophical backgrounds which have given rise to our present public schools.

2.0 Identify the various areas of exceptionality contained within the field of special education and their relationship to mental retardation.

- 2.1 Use the terminology in the field of mental retardation.
- 2.2 Demonstrate an awareness of the relationship of the underlying characteristics of the mentally retarded with the various types of exceptionality and normal children.
- 2.3 Understand the major definitions and classification systems related to mental retardation.
- 2.4 Identify the general characteristics and specific needs of various types of exceptional children as they relate to mental retardation.

2.5 Demonstrate an understanding of basic research in the field of mental retardation.

3.0 Identify the characteristics of the mentally retarded.

3.1 Identify and discuss etiological factors associated with mental retardation.

3.2 Discuss the definition of mental retardation in reference to individual cases.

3.3 Distinguish the definition of mental retardation from other handicapping conditions.

3.4 Identify individual differences in the mentally retarded.

3.5 Understand the effect that mental retardation has made on the social, political, and economic status of our society.

3.6 Serve as a referral agent in the continuous process of adapting education to fit the mentally retarded child's needs.

3.7 Realize that educational programs for the mentally retarded should be based upon the capabilities as well as the disabilities of the individual as they relate to learning theory and human growth and development.

4.0 Develop a program for a special class, special school, itinerant service, and/or resource room to assist in the educational treatment of the mentally retarded.

4.1 Utilize appropriate curricula methodologies in meeting the learning and behavioral needs of the mentally retarded.

4.2 Organize the curricula around meaningful social experiences utilizing developmental and learning theories.

4.3 Demonstrate knowledge of curricula development at various levels to the nature of the task in the teaching of the instructional areas of reading, writing, spelling, and/or arithmetic.

4.4 Provide for the strengthening and development of academic, prevocational, vocational, and avocational skills and knowledge according to the needs of the mentally retarded.

4.5 Demonstrate the acquisition and utilization of the general principles of teaching and of curriculum development for different educational levels.

4.6 Apply methodologies necessary to select, develop and evaluate sequential educational curricula for the mentally retarded.

4.7 Plan, implement, and evaluate an educational program for mentally retarded children based upon their individual differences.

5.0 Help the retarded adolescent to develop a positive, realistic view of himself.

5.1 Understand the need for social and emotional adjustment and to help the child develop acceptable patterns of behavior. This implies the ability to interpret the behavior of mentally retarded pupils and to differentiate between social and emotional adjustment and mental retardation.

5.2 Understand the causes of maladjustment and the need for counseling with the child and his family, visiting homes and working cooperatively with parents.

5.3 Manipulate the child's environment to reduce the influence of those barriers resulting from differences between his ability and the expectations of society.

5.4 Assist the child in developing the capabilities for controlling impulsive behavior.

5.5 Minimize long-term goal striving and place emphasis on a series of well-defined short-term goals which are reasonable and will allow each child to be successful.

5.6 Relate the need for responsible relationships with members of the opposite sex.

5.7 Determine that the youth understands what he is striving for, and help
through the errors one makes.

6.0 Provide those experiences which will allow for the development and acceptance of reasonable vocational goals and objectives.

6.1 Assist the child in understanding how to employ health adjustive mechanisms in various vocational situations.

6.2 Help the child develop an awareness of the need to be alert to the attitudes, feelings, and opinions of others and learn to respect these opinions as sources of possible additional information which could be of direct value to their vocational success.

6.3 Stress the clear association between vocational requirements and appropriate social and emotional behavior.

6.4 Assist the child in participating in appropriate role positions in group activities such as leader and member.

6.5 Explain the relationship between authority figures in occupational groups and workers.

7.0 Design projects which will incorporate some of the learnings essential for adequate citizenship responsibilities.

7.1 Provide opportunities for association with adults within the school situations.

7.2 Hold individual conferences when necessary for the purpose of assessing behavior reactions and suggesting improvement.

7.3 Emphasize repeatedly what the youth is to do rather than what he is to avoid.

7.4 Use every opportunity to stress cleanliness and orderliness of person; combine discussions of appropriate clothing and personal appearance with social activities within the group.

7.5 Provide activities which teach the necessity for and the ability to get along with other people in fulfilling the responsibility of good citizenship.

7.6 Assist the retarded adolescent in developing an understanding of reasons for laws and rules in our society and the implications of breaking or violating these established standards.

8.0 Provide opportunities for the development of skills in line with special interests, talents and hobbies.

8.1 Assist the youth in learning to budget time for work, recreation and special activities.

8.2 Provide a variety of reading materials of high interest-easy vocabulary content, and combine reading instruction with all phases of instruction.

8.3 Teach science of a practical nature concerning simple, general scientific phenomena as it effects everyday healthful living.

8.4 Modify schedules so that members of the class can join regular classes or have time allotted for instruction in the shop work, home economics, typing.

8.5 Work persistently with the group and with individuals within the group toward the improvement of oral and written language.

8.6 Provide, through proper channels, appropriate part-time work situations for youth who are ready for this experience.

9.0 Understand the fundamental nature of measurement, the interpretation of results of standardized behavioral tests, and the effective utilization of tests and their results in the teaching program.

10.0 Understand the psychosocial characteristics of the mentally retarded as related to their impact on the family, the school, and society.

AREAS HOURS (12)

## PHYSICALLY HANDICAPPED

### INTRODUCTION

Problems of the crippled and other health impaired population overlap with other classifications of children and the education of this population is seen as a part of the total educational effort. The limitations of physical dexterity, locomotion, and/or vitality produce a multiplicity of psychological and intellectual handicaps. These children may be affected by one or more sensory, perceptual, language, and/or emotional problems that in effect make their condition multidimensional.

A positive educational environment is one which allows the child to achieve his maximal level of functioning by providing experiences which promote his intellectual, social, and emotional development. Some children with crippled and other health impaired conditions can function in regular classrooms while others require special services. It is primarily for those children who require such services that teachers are trained with a specialization or field in COHI. This specialization is built upon a strong background of general education and child development.

## DEFINITION

Children who exhibit one or a combination of these conditions - neurological involvement, health handicaps, muscular problems, and orthopedic disabilities - come under the classification of crippled and other health impaired (COHI).

## COMPETENCIES

The teacher of the physical handicapped child should be able to:

1.0 Delineate the physical, psychological, and emotional factors that affect the learning processes of children who exhibit crippling and other health impairing conditions.

  1.1 Identify deviations from normal patterns of development and maturation in terms of their effects on the child; acknowledging the presence of secondary deviations or multiple handicaps.

  1.2 Determine the relationship of the COHI group to that of the general school population with reference to aims and objectives of the educational process.

    1.21 Establish realistic goals for children compatible with individual limitations and capabilities.

    1.22 Counsel and guide children in their personal attitudes toward their handicaps.

  1.3 Acquire the basic vocabulary and terminology pertaining to the field of COHI.

  1.4 Demonstrate knowledge of the gross anatomical structure of the central nervous system as related to brain damage and physical disabilities.

  1.5 Recognize the social and emotional problems of children with crippling and other health impairing conditions.

  1.6 Demonstrate an understanding of medical causes, treatment, and practices.

  1.7 Identify speech and communication problems in children and the implications on language development.

2.0 Plan and modify the curriculum according to individual differences with emphasis upon a sequential, functional, program which prepares the child for adult life and, where possible, independence.

2.1 Make educational interpretations from medical, psychological and diagnostic reports.

2.2 Demonstrate affective techniques in presenting subject matter in the cognitive areas of curriculum, correlating instruction to provide for the objectives of education of the COHI group.

2.3 Provide compensatory experiences in lieu of first hand experiences.

2.4 Apply methods of evaluation, recording and reporting pupil progress.

2.41 Select and administer tests commensurate with the handicapping conditions of the child.

2.42 Develop and utilize informal evaluation techniques.

2.43 Maintain and use cumulative records.

2.44 Report the child's progress to the parents accurately and objectively.

2.5 Plan the child's program through a multi-disciplinary approach.

2.51 Implement methods to alleviate emotional stress arising from the handicapping condition.

2.52 Serve as a supportive counselor for parents in implementing a planned program for the child's progress away from the school environment.

2.53 Make referrals to appropriate agencies for professional services.

2.54 Maintain cooperative relationships with other professionals concerned with the child's development.

2.6 Analyze methodologies of the curriculum areas in terms of their application to children who have handicapping conditions.

2.7 Demonstrate a knowledge and use of instructional techniques employed in other fields of special education (e.g., mental retardation, learning disabilities).

3.0 Select, adapt, and utilize appropriate instructional materials and equipment:

- 3.1 Demonstrate a knowledge of sources of instructional materials and equipment.
- 3.2 Identify materials appropriate to the instructional level of the child.
  - 3.21 Select and use, in a practicum situation, a variety of instructional materials.
- 3.3 Utilize a multi-media approach to individualizing instruction.
- 3.4 Provide for a sequential curriculum for the child, using appropriate teaching aids designed to compensate for the handicap.

4.0 Attend to the physical management of the classroom and manipulation of specialized equipment.

- 4.1 Adapt physical objects (furniture, materials) and position the child properly (considering braces, balance) for optimal learning environment.
- 4.2 Identify the different types of orthopedic equipment and prothestic devices explaining their purpose and function.
- 4.3 Adapt devices or procedures to compensate for a handicapping condition.
- 4.4 Create a favorable classroom environment; respond appropriately to situations resulting from such conditions as incontinence, seizures, hysteria, critical illness, excessive pain, fear of unfamiliar treatment.

AREAS HOURS (9)

## SPECIFIC LEARNING DISABILITIES

### INTRODUCTION

Children with specific learning disabilities constitute a relatively recent addition to special education although such children have always been with us. Teachers of children and youth with specific learning disabilities must possess all of the personal characteristics associated with specialized teachers. They must, however, be different in degree and/or kind in their knowledge and utilization of educational assessment techniques and remedial procedures. Other types of exceptional children may possess specific learning disabilities as a secondary problem. In this case, the learning disability specialist will assist these students who have a number of different handicaps.

## DEFINITION

Specific learning disabilities refers to individuals who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional distrubance, or to environmental disadvantage.[1] Persons with specific learning disabilities must possess at least low average intelligence and have discrepancies between their potential and current performance. The most striking difference is their uneven learning profiles with marked assets and deficits.

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[1] The Second Annual Report of the National Advisory Committee on Handicapped Children (June 1969), U.S. Department of Health, Education and Welfare.

COMPETENCIES

The teacher of a child with a specific learning disability should be able to:

1.0 Interpret the fundamentals of education

  1.1 Maintain professional ethics (for example, affiliation with professional organizations, reviewing current literature in the field, etc.).

  1.2 Maintain a perspective of normal learning behavior.

    1.21 Establish realistic goals for each child.

  1.3 Develop a curricular sequence for the child at any grade level.

  1.4 Identify and analyze major theories of human growth and development.

  1.5 Discuss contemporary thought regarding all exceptional children.

  1.6 Utilize major contemporary learning theories.

  1.7 Implement appropriate behavior management approaches.

2.0 Identify and describe the educational problems of persons with specific learning disabilities.

  2.1 Help each child understand his own strengths and weaknesses as well as those of others.

    2.11 Spot strengths and weaknesses quickly.

    2.12 Establish realistic goals for each child.

  2.2 Delineate and explain characteristics, etiologies and taxonomies of specific learning disabilities.

  2.3 Identify and discuss contemporary issues concerning the major approaches to amelioration of specific learning disabilities.

- 2.4 Provide various treatment procedures prescribed by other professional disciplines. For example, physicians, psychologists, physical therapists, speech pathologists, etc.

3.0 Screen and identify persons with specific learning disabilities.

- 3.1 Participate in selection of children for the program.
  - 3.11 Demonstrate a knowledge of state and local guidelines for these children.
    - 3.11(a) Define specific learning disabilities.
    - 3.11(b) Assign eligible children to an appropriate program.
    - 3.11(c) Maintain a reasonable class or case load.
- 3.2 Function effectively as a member of an interdisciplinary team.
  - 3.21 Handle referrals with objectivity and diplomacy.
  - 3.22 Interpret own findings to others.
  - 3.23 Assimilate into own analyses information and observations from other disciplines.
- 3.3 Administer and interpret group and individual screening devices.

4.0 Assessment and evaluation.

- 4.1 Interpret background assessment data of new pupils.
- 4.2 Prepare psycho-educational evaluations.
  - 4.21 Administer and interpret formal and informal procedures designed to systematically assess a child's intra-variability. (Differences within the child).
  - 4.22 Formulate diagnostic hypotheses based on assessment data and planning programs for the amelioration of deficits.
- 4.3 Evaluate initial diagnoses and instructions objectively and initiate change where indicated.

5.0 Effectively teach children with specific learning disabilities.

- 5.1 Set up tentative objectives for instruction of children regarding short-term goals and long-term goals.

5.2 Develop group and individual programs based on clinical evaluations as well as the psycho-educational evaluation prepared.

5.3 Recognize the educational setting that would be most profitable for an individual child.

5.4 Organize and implement individual and small group learning experiences.

5.5 Plan and implement total curricula.

5.6 Make competent decisions on modes of instruction to attain goals.

5.7 Utilize specific techniques as they apply to individual cases. For example, visual perceptual approaches, psycholinguistic training, perceptual-motor patterning behavior modification managements, multi-sensory stimulation, etc.

5.8 Select, develop, and utilize materials and equipment appropriate for the individual's problem and/or the learning environment.

5.9 Plan a teaching environment which would promote the most effective learning.

5.10 Provide suggestions and modified materials to teachers and ancillary personnel.

5.11 Develop an efficient schedule for teaching, assessment and liaison work.

5.12 Provide flexible and continuing structure to meet the needs of a child as he moves from one learning situation to another.

5.12(a) Phase students from special to regular programs.

6.0 Human Relations

6.1 Interact effectively with

6.11 Persons in administrative positions.

6.12 Persons in comparable positions.

6.13 Persons with the community.

6.14 Persons in other disciplines.

6.2 Conduct parent conferences.

6.21 Make suggestions for home-school curricula. (Bi-curricula approach)

6.22 Refer parents to other services as indicated.

6.3 Conduct in-service programs for other school personnel.

7.0 Legal liabilities and responsibilities.

7.1 Plan programs consistent with state and local guidelines.

7.2 Seek out services and resources.

7.3 Demonstrate a knowledge of legislation as it pertains to specific learning disabilities.

AREAS HOURS (15)

## VISUALLY IMPAIRED

### INTRODUCTION

Teachers of the visually impaired, which includes blind and partially seeing, should have essentially the same educational background as elementary or secondary teachers in their respective teaching fields. In addition, instructors of the visually impaired should have additional preparation which would qualify them as specialist in this area.

### DEFINITION OF BLINDNESS

1. Partially Seeing - this child has a visual acuity of 20/70 or less in the better eye after correction and the ability to use vision as a major channel of learning.
2. Legally Blind - this child has a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an angular distance no greater than 20 degrees.

COMPETENCIES

The teacher of the visually impaired child should be able to:

1.0 Teach from the same basic educational background as other teachers certified in their respective areas of elementary or secondary education.

2.0 Describe the historical and current development in education of the visually impaired and the influence of historical developments upon the current state of the field.

  2.1 Demonstrate a working knowledge of basic terminology and vocabulary commonly used by specialists in the area.

  2.2 Demonstrate a knowledge of basic literature in the field of visual impairment.

3.0 Specialized knowledge in the following areas:

  3.1 Demonstrate a knowledge of structure and function of the human eye and the educational implications of visual disorders.

  3.2 Psychological implications of blindness.

    3.21 Recognize emotional and social problems of blindness and to assist the child to deal with these problems in a logical and constructive manner and/or seek professional services as needed.

    3.22 Recognize related educational problems which are often found with the visually impaired.

    3.23 Recognize psychological implications of the visually impaired child in the home.

  3.3 Demonstrate a knowledge of braille reading and writing as a means of communication to include academic braille and the Nemith Code (mathematics).

  3.4 Explain techniques used in utilization of low vision.

    3.41 Determine if the child has a stable eye condition by Ophthamological report.

    3.42 Discuss ways in which students are able to use residual eyesight to the fullest extent.

  3.5 Demonstrate ways in which pre-cane skills are used to assist the visually impaired child in orientation and mobility.

3.6 Explain ways in which the abacus can be used as a calculator and describe methods of mental arithmetic to the visually impaired (secondary math and all elementary teachers).

4.0 Demonstrate visual screening techniques (i.e. Snellen Chart) used with pre-schoolers and those in school.

5.0 Explain types of programs commonly used in the education of the visually impaired as follows:

5.1 List the advantages and disadvantages of the itinerant teacher program.

5.2 Differentiate between the itinerant teacher program and the resource teacher program.

5.3 Explain the operation of a self-contained classroom for the visually impaired.

5.4 Discuss the advantages and disadvantages of the residential school.

6.0 Curriculum and Methodology

6.1 Explain how the visually impaired child can develop to his maximum potential through group activities and individualized teaching. Also explain the importance of allowing the child to develop at his own rate and not in competition with his classmates.

6.2 Cite ways in which community resources can facilitate learning utilizing the child's remaining senses to the fullest extent.

6.3 Identify experiences that will aid the child in developing acceptable social behavior.

6.4 Demonstrate knowledge of braille and large type reading and writing techniques emphasizing good communication skills. Typing should be emphasized.

6.5 Explain ways in which materials especially developed for visually impaired boys and girls can be used effectively.

6.6 Describe orientation procedures utilized in assisting the child to become independently mobile.

6.7 Explain ways in which skills of daily living are used by visually impaired individuals in learning to live independently.

6.8 Discuss ways in which effective listening skills may be developed.

7.0 Identify sources and discuss uses of common materials in the education of the visually impaired.

8.0 Identify sources and explain ways in which special equipment can be used in the education of the visually impaired.

9.0 Administer and interpret results of basic tests normally used with visually impaired individuals, i.e. achievement (not including intelligence and psychological tests).

10.0 Agencies and organizations serving the visually impaired.

10.1 Identify agencies and organizations which provide materials for the visually impaired.

10.2 List professional organizations serving the blind and partially seeing. Discuss basic services provided by each.

| Areas | Hours (18) |
|---|---|

## Appendix C

# A SURVEY OF SPECIAL EDUCATION AND PERSONNEL NEEDS IN WEST VIRGINIA

Figures for the survey of special education needs and personnel needs came from data compiled by each county for the State Department of Special Education. Data were compiled from all counties except Tucker, for which figures were not available.

The national incidence percentages were used for calculating the estimated number of exceptional children in the state. Most of the counties accepted this figure for computational purposes although many made footnotes to indicate that their actual needs surpassed the calculated figures. This discrepancy between national percentages and actual figures sometimes results in confusing figures, as some counties are now actually serving more exceptional children than the national incidence would indicate even exist.

Two areas of handicapping vary considerably from national averages. These are EMR and speech and hearing. By looking at the county reports, it becomes evident that these figures are high because of the actual testing results submitted by Roane County. The EMR figure for Roane County is based on the number of children scoring 70 and below in the STS Educational Development Series of the West Virginia State-County Testing Program. This reveals a 15% incidence rate for EMR in Roane County.

Roane County's figures for speech and language were based on screening and testing results for 1/3 of the county's total school population. The results show 25% of the population has a speech and/or language impairment.

These large percentages raise the statewide percentage slightly. However, taken on a county basis, these are very high incidence rates based on testing and screening. If this more accurate method had been employed on a state-wide basis and for all handicapping areas, it would seem that a much higher handicapping incidence would exist in the state than figures compiled here indicate. Referral to the pilot study in Putnam County reveals similar situations exist there.

A summary of calculations for the state population show 48,681 children with one or more of the 11 exceptionalities in the state. Of this number, 16,787 or approximately 34.5% are currently being served. This leaves 35,472 or 65.5% who are not served. Using the recommended student-teacher ratio, 1,403 additional teacher certified to teach in these areas of exceptionalities are needed. These figures do not necessarily reflect a teacher shortage but do reflect a shortage of certified teachers in these particular fields.

The attached tables of data indicate the numbers of exceptional children within each of the handicapping areas.

Data from the county reports indicates there are 9,403 EMR children in the state. 3,541 or about 20% are currently unserved. This figure is higher than the difference of served and unserved children because many counties feel they have more than a 2% incidence rate. 260 teachers are needed to meet the needs of these children.

There are 1,085 TMR children in the state. Currently, 678 TMR children are being served. About 37.5% are unserved and 53 teachers would be required to meet existing needs.

There are now 625 children in West Virginia who are physically handicapped and 533 or 85.5% are not being served by the schools. Thirty six teachers are needed in this field. Statistics indicate 2,003 children are homebound or hospitalized. Currently, 1,211 children, about 56% are not served. Sixty-two teachers are needed to meet these needs.

Fifteen thousand three hundred two members of the school population have a speech-language problem. At the present time, 6,386 are being served are being served and 9,806 are not served. This indicates about 41% are served, leaving 59% unserved. One hundred seven therapists are necessary to meet the current needs.

There are 6,962 cases of deaf and hard of hearing children in the state. There are now 223 children being served and 6,537 unserved or about 96.8% of the group are unserved. Nearly 300 more teachers are needed in this field.

Figures show 401 children are blind and partially sighted. There are now 84 children actually being served and 317 unserved. This reveals about 79% are unserved. Seventeen additional teachers would be needed to serve his handicapping area.

There are 4168 children with behavioral disorders. There are 162 children now being served and 3,966 not being served. About 96.1% are now unserved and 169 teachers are needed to meet the existing needs.

Figures reveal 4,239 children with learning disabilities. Six hundred forty-four cases are now served and 3,799 are unserved. This means about 85% are not served and 197 teachers are needed to meet these needs.

Of the 397 cases of multiple handicapping in the state, 80 are now served and 363 are unserved. This means about 80% are not served and 26 teachers are needed in this area.

Figures indicate there are 4,093 gifted children in the state, 3,984 or 98.4% of whom are not served. One hundred sixty-six teachers are needed to meet existing needs. This is the most neglected of the areas of exceptionality with only two counties making an effort to serve gifted children.

| Area of Exceptionality | Number of Exceptional Children in W. Va. | | | | Number Served in 1973 in W. Va. | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI | INT. | SEC. | TOTAL |
| EMR | 3,857.8 | 2,535.5 | 3,008.2 | 9,403.1 | 2,343 | 2,240 | 2,763 | 7,490 |
| TMR | 448.75 | 299.6 | 335.2 | 1,084.7 | 329 | 214 | 135 | 678 |
| Phys. Hand. | 260.41 | 166.95 | 200.3 | 625.36 | 74 | 14 | 3 | 91 |
| Home bd./Hosp. | 834.4 | 517.99 | 641.9 | 2,003.29 | 187 | 170 | 368 | 882 |
| Speech/Lang. | 6,960.5 | 3,885.9 | 4,556.4 | 15,302.8 | 4,431 | 1395 | 273 | 6,386 |
| Deaf/Hard of H. | 3,014.9 | 1,775.2 | 2,171.9 | 6,962 | 116 | 61 | 46 | 223 |
| Blind/P. Sighted | 173.11 | 105.87 | 131.05 | 401.03 | 21 | 27 | 36 | 84 |
| Behav. Disord. | 1,719.2 | 1,071 | 1,377.8 | 4,167.1 | 75 | 51 | 36 | 162 |
| Learn. Disab. | 1,942.6 | 1,057.7 | 1,310.3 | 4,239.7 | 321 | 167 | 156 | 644 |
| Multi. Hand. | 166.22 | 105.9 | 126.11 | 397.28 | 57 | 13 | 10 | 80 |
| Gifted | 1,714.74 | 1,053.02 | 1,327.56 | 4,093.42 | 18 | 35 | 11 | 64 |
| TOTAL | 20,984.13 | 12,574.27 | 15,185.81 | 48,681.47 | 8138 | 4387 | 3837 | 16,787 |

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| Number Unserved in 1973 in W. Va. | | | | % of Exceptional Children not Served | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | | PRI. | INT. | SEC. | TOTAL |
| 1,810.8 | 725.4 | 999.2 | 3,541.9 | 20.0% | 15 | 103.8 | 58.1 | 98.8 | 260.7 |
| 189.25 | 126.48 | 222.48 | 539.86 | 35.5 | 15 | 18.33 | 17.5 | 17.6 | 53.43 |
| 211.41 | 149.25 | 177 | 532.66 | 85.5 | 15 | 12.01 | 12.83 | 8.85 | 35.99 |
| 481.8 | 259.09 | 270.2 | 1,211.09 | 56 | 10 | 26.5 | 16.3 | 18.0 | 62.8 |
| 2,876.6 | 2,462.4 | 3,895.7 | 9,806.7 | 59 | 75 | 35.96 | 33.89 | 34.54 | 107.39 |
| 2,800.9 | 1,465.2 | 2,038.9 | 6,537 | 96.8 | 10 | 124 | 80.8 | 94.9 | 299.7 |
| 146.11 | 76.87 | 94.05 | 317.03 | 79 | 15 | 7.57 | 6.41 | 3.95 | 17.94 |
| 1,754.2 | 874 | 1,327.8 | 3,966 | 96.1 | 15 | 34.2 | 62.5 | 51.09 | 168.79 |
| 1,668.9 | 907.2 | 1,223.5 | 3,799.6 | 85 | 15 | 80.13 | 52.9 | 58.66 | 196.89 |
| 148.32 | 96.8 | 118.91 | 363.08 | 80 | 15 | 11.11 | 7.81 | 7.49 | 26.42 |
| 1,670.74 | 1,008.02 | 1,303.56 | 3,984.32 | 98.4 | 15 | 63.46 | 43.00 | 60.11 | 165.57 |
| 13,750.03 | 8,363.72 | 11,684.94 | 35,472.52 | 65.5 | | 539.47 | 395.04 | 455.42 | 1402.8 |

| Area of Exceptionality | Number of Exceptional Children in Region I | | | | Number Served in 1973 in Region I | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 497 | 300 | 411 | 1213 | 540 | 437 | 656 | 1633 |
| TMR | 65 | 37 | 49 | 152 | 74 | 31 | 4 | 109 |
| Phys. Hand. | 37 | 23 | 31 | 91 | 14 | 0 | 0 | 14 |
| Home bd./Hosp. | 124 | 76 | 103 | 302 | 40 | 32 | 116 | 188 |
| Speech/Lang. | 868 | 525 | 711 | 2104 | 281 | 39 | 1 | 321 |
| Deaf/Hard of H. | 397 | 240 | 330 | 967 | 3 | 0 | 0 | 3 |
| Blind/P. Sighted | 25 | 15 | 22 | 62 | 3 | 0 | 5 | 8 |
| Behav. Disord. | 249 | 149 | 205 | 603 | 0 | 0 | 0 | 0 |
| Learn. Disab. | 249 | 149 | 205 | 603 | 0 | 0 | 0 | 0 |
| Multi. Hand. | 25 | 15 | 22 | 62 | 0 | 0 | 0 | 0 |
| Gifted | 248 | 149 | 205 | 602 | 0 | 25 | 0 | 25 |
| TOTAL | 2784 | 1678 | 2294 | 6761 | 955 | 564 | 782 | 2301 |

| Number Unserved in 1973 in Region I | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 102 | 7 | 157 | 266 | 15 | 9 | 1 | 9 | 19 |
| 0 | 21 | 42 | 63 | 15 | 0 | 2 | 2 | 4 |
| 31 | 23 | 31 | 83 | 15 | 2 | 1 | 2 | 5 |
| 84 | 27 | 25 | 136 | 10 | 5 | 2 | 2 | 9 |
| 587 | 486 | 710 | 1783 | 75 | 6 | 6 | 7 | 20 |
| 394 | 240 | 330 | 964 | 10 | 21 | 14 | 21 | 56 |
| 22 | 15 | 17 | 54 | 15 | 1 | 0 | 0 | 1 |
| 249 | 149 | 205 | 603 | 15 | 13 | 9 | 11 | 33 |
| 249 | 149 | 205 | 603 | 15 | 13 | 9 | 11 | 33 |
| 25 | 15 | 22 | 62 | 15 | 1 | 0 | 2 | 3 |
| 248 | 124 | 205 | 577 | 15 | 9 | 5 | 10 | 24 |
| 1991 | 1256 | 1949 | 5196 | | 79 | 49 | 77 | 207 |

| Area of Exceptionality | Number of Exceptional Children in Region II | | | | Number Served in 1973 in Region II | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 619 | 482 | 578 | 1679 | 406 | 406 | 508 | 1300 |
| TMR | 73 | 43 | 53 | 169 | 18 | 21 | 11 | 50 |
| Phys. Hand. | 45 | 30 | 34 | 109 | 8 | 1 | 0 | 9 |
| Home bd./Hosp. | 127 | 85 | 102 | 314 | 21 | 16 | 30 | 159 |
| Speech/Lang. | 1068 | 683 | 689 | 2449 | 530 | 210 | 86 | 1163 |
| Deaf/Hard of H. | 398 | 253 | 278 | 929 | 20 | 2 | 2 | 24 |
| Blind/P. Sighted | 23 | 16 | 20 | 59 | 5 | 1 | 10 | 16 |
| Behav. Disord. | 272 | 201 | 280 | 753 | 0 | 13 | 10 | 23 |
| Learn. Disab. | 384 | 232 | 310 | 926 | 24 | 18 | 0 | 42 |
| Multi. Hand. | 26 | 16 | 19 | [illegible] | 5 | 1 | 0 | 6 |
| Gifted | 264 | 174 | 217 | 654 | 0 | 0 | 0 | 0 |
| TOTAL | 3299 | 2215 | 2589 | 8102 | 1037 | 689 | 657 | 2792 |

| Number Unserved in 1973 in Region II | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 304 | 197 | 159 | 660 | 15 | 10½ | 9½ | 14 | 34 |
| 55 | 22 | 42 | 119 | 15 | 5 | 4 | 2 | 11 |
| 37 | 29 | 34 | 100 | 15 | 2 | 5 | 2 | 9 |
| 58 | 43 | 40 | 145 | 10 | 4 | 3 | 4 | 13* |
| 299 | 291 | 383 | 1383 | 75 | 6 | 5 | 4 | 18 |
| 378 | 251 | 276 | 905 | 10 | 6 | 7 | 9 | 22 |
| 18 | 15 | 10 | 43 | 15 | 0 | 3 | 0 | 3 |
| 272 | 188 | 270 | 730 | 15 | 9 | 8 | 10 | 27 |
| 360 | 214 | 310 | 884 | 15 | 18 | 12 | 17 | 47 |
| 21 | 15 | 19 | 55 | 15 | 4 | 4 | 2 | 10 |
| 264 | 174 | 217 | 654 | 15 | 11 | 7 | 10 | 28 |
| 2066 | 1439 | 1760 | 5678 | | 75½ | 67½ | 74 | 219 |

| Area of Exceptionality | Number of Exceptional Children in Region III | | | | Number Served in 1973 in Region III | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 612 | 427 | 491 | 1530 | 224 | 409 | 551 | 1184 |
| TMR | 72.5 | 55.5 | 57 | 185 | 51 | 69 | 30 | 150 |
| Phys. Hand. | 43.7 | 28.7 | 34.3 | 103.7 | 29 | 2 | 1 | 32 |
| Home bd./Hosp. | 141 | 85 | 114.6 | 340.6 | 6 | 9 | 13 | 93 |
| Speech/Lang. | 1081 | 571 | 771 | 2323 | 825 | 94 | 3 | 872 |
| Deaf/Hard of H. | 481 | 322 | 381 | 1184 | 7 | 0 | 0 | 7 |
| Blind/P. Sighted | 27.17 | 17.17 | 18.35 | 62.69 | 1 | 10 | 6 | 17 |
| Behav. Disord. | 284.9 | 176.9 | 228.1 | 689 | 30 | 3 | 8 | 41 |
| Learn. Disab. | 319.9 | 191.9 | 218.1 | 659 | 53 | 44 | 0 | 97 |
| Multi. Hand. | 26.17 | 17.17 | 18.35 | 61.69 | 0 | 2 | 0 | 2 |
| Gifted | 284.9 | 176.9 | 226.1 | 687 | 0 | 0 | 0 | 0 |
| TOTAL | 3374.24 | 2069.24 | 2557.90 | 7825.68 | 1226 | 642 | 612 | 2495 |

| Number Unserved in 1973 in Region III | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 429 | 17 | 41 | 353 | 15 | 28 | 11 | 16½ | 55½ |
| 35 | 18 | 18 | 35 | 15 | 3 | 3 | 1 | 7 |
| 30 | 24 | 28 | 82 | 15 | 2 | 3 | 2 | 7 |
| 21 | 10 | 20.6 | 247.6 | 10 | ½ | ½ | 2 | 3 |
| 256 | 474 | 657.3 | 1472.3 | 75 | 4 | 7 | 7 | 19* |
| 474 | 322 | 349 | 177 | 10 | 40½ | 23½ | 29 | 93 |
| 33.17 | 2.17 | 10.35 | 45.69 | 15 | 1 | 2 | 1 | 4 |
| 407.9 | 40.9 | 220.1 | 668.9 | 15 | 2 | 25 | 12 | 40 |
| 266.9 | 147.9 | 218.1 | 632.9 | 15 | 17 | 9 | 13 | 44* |
| 26.17 | 15.17 | 18.35 | 59.69 | 15 | 2½ | 1½ | 1 | 5 |
| 284.9 | 176.9 | 226.1 | 687.9 | 15 | 17 | 10 | 13 | 40 |
| 2264.04 | 1178.04 | 1806.3 | 5461.98 | | 117½ | 95½ | 97½ | 317½* |

| Area of Exceptionality | Number of Exceptional Children in Region IV | | | | Number Served in 1973 in Region IV | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 221 | 174 | 248 | 643 | 210 | 124 | 64 | 398 |
| TMR | 30 | 22 | 30 | 82 | 32 | 9 | 10 | 51 |
| Phys. Hand. | 16.5 | 13.5 | 19.5 | 49.5 | 2 | 0 | 0 | 2 |
| Home bd./Hosp. | 55.3 | 43.1 | 61.8 | 160.2 | 19 | 11 | 21 | 51 |
| Speech/Lang. | 477.2 | 348.1 | 434.5 | 1259.8 | 101 | 74 | 0 | 175 |
| Deaf/Hard of H. | 175.6 | 138.5 | 196.7 | 510.8 | 12 | 5 | 1 | 18 |
| Blind/P. Sighted | 11.6 | 9.0 | 13.3 | 33.9 | 1 | 4 | 1 | 6 |
| Behav. Disord. | 110.6 | 86.3 | 124.5 | 321.4 | 10 | 11 | 5 | 26 |
| Learn. Disab. | 8 | 6 | 13 | 27 | 0 | 0 | 0 | 0 |
| Multi. Hand. | 11.664 | 9.032 | 12.356 | 33.052 | 2 | 0 | 1 | 3 |
| Gifted | 110.64 | 86.32 | 124.56 | 321.52 | 0 | 0 | 0 | 0 |
| TOTAL | 1228.104 | 935.852 | 1278.216 | 3442.172 | 389 | 238 | 103 | 730 |

| Number Unserved in 1973 in Region IV | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 33 | 61 | 168 | 262 | 15 | 3 | 5 | 17 | 25 |
| 6 | 12.58 | 16.89 | 35.47 | 15 | 5 | 1 | 10 | 16 |
| 15.5 | 12.5 | 17.5 | 45.5 | 15 | 0 | 0 | 0 | 0 |
| 36.3 | 32.2 | 40.8 | 109.3 | 10 | 1.3 | 1.3 | 1.5 | 4.1 |
| 376.2 | 274.1 | 434.5 | 1084.8 | 75 | 3.36 | 2.84 | 2.89 | 9.09 |
| 163.16 | 133.5 | 195.7 | 492.8 | 10 | 4.7 | 5.6 | 3.0 | 13.3 |
| 10.6 | 7.0 | 12.3 | 29.9 | 15 | 0 | 0 | 0 | 0 |
| 100.6 | 75.3 | 119.5 | 295.4 | 15 | 3.1 | 2.6 | 2.6 | 8.3 |
| 8 | 6 | 13 | 27 | 15 | .53 | .4 | .87 | 2.0* |
| 10.664 | 8.032 | 11.356 | 30.052 | 15 | 0 | 0 | 0 | 0 |
| 110.64 | 86.32 | 124.56 | 321.52 | 15 | 3.13 | 2.7 | 6.17 | 11* |
| 871.104 | 708.502 | 1153.742 | 2733.722 | | 24.12 | 20.74 | 43.86 | 89.6* |

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| Area of Exceptionality | Number of Exceptional Children in Region V | | | | Number Served in 1973 in Region V | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 537.8 | 336.9 | 325 | 1199.7 | 163 | 210 | 155 | 529* |
| TMR | 40.35 | 39.24 | 33 | 112.59 | 32 | 29 | 35 | 96 |
| Phys. Hand. | 22.81 | 15.75 | 18.2 | 56.76 | 0 | 0 | 0 | 0 |
| Home bd./Hosp. | 77.7 | 49.49 | 52 | *189.19 | 21 | 21 | 62 | 104 |
| Speech/Lang. | 887.9 | 511.4 | 590 | 1989.3 | 310 | 131 | 17 | 458* |
| Deaf/Hard of H. | 636.6 | 292.9 | 359.8 | 1289.3 | 53 | 29 | 10 | 92 |
| Blind/P. Sighted | 15.54 | 8.5 | 12.8 | 36.84 | 0 | 0 | 1 | 1 |
| Behav. Disord. | 162.4 | 102 | 127 | 391.4 | 0 | 0 | 0 | 0 |
| Learn. Disab. | 164.4 | 103 | 151 | 418.4 | 25 | 47 | 30 | 102 |
| Multi. Hand. | 16.54 | 9.5 | 13.8 | 39.84 | 0 | 0 | 0 | 0 |
| Gifted | 162.4 | 102 | 127 | 391.4 | 0 | 0 | 0 | 0 |
| Total | 2724.44 | 1570.68 | 1809.6 | *6114.72 | 604 | 467 | 310 | *1382 |

| Number Unserved in 1973 in Region V | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 385 | 118 | 170 | 673 | 15 | 25.1 | 9.6 | 12.7 | 47.4 |
| 14.35 | 12.24 | 10 | 36.59 | 15 | 1.1 | 2.1 | .1 | 3.3 |
| 22.81 | 15.73 | 18.2 | 56.76 | 15 | 1.35 | 1.85 | 1.35 | 4.55 |
| 56.7 | 28.49 | 36 | 121.19 | 10 | 6.2 | 2.7 | 1.8 | 10.7 |
| 587 | 371 | 554 | 1512 | 75 | 8.7 | 6.5 | 5.7 | 20.9 |
| 583.6 | 263.9 | 349.8 | 1197.3 | 10 | 21.3 | 12.2 | 12.4 | 45.9 |
| 15.54 | 8.5 | 11.8 | 35.84 | 15 | 2.1 | 0 | 2.1 | 4.2 |
| 162.4 | 102 | 127 | 391.4 | 15 | 10.5 | 6.8 | 6.8 | 24.1 |
| 146.4 | 67 | 116 | 329.14 | 15 | 9.5 | 4.5 | 6.5 | 20.5 |
| 16.54 | 9.5 | 13.8 | 39.84 | 15 | 1.1 | 0 | 1.1 | 2.2 |
| 162.4 | 102 | 127 | 391.4 | 15 | 8.8 | 6.7 | 7.6 | 23.1 |
| 2152.74 | 1098.38 | 1533.60 | 4784.72 | | 95.75 | 52.95 | 58.15 | 206.85 |

| Area of Exceptionality | Number of Exceptional Children in Region VI | | | | Number Served in 1973 in Region VI | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 327 | 194 | 258 | 779 | 280 | 252 | 415 | 947 |
| TMR | 41 | 24 | 34 | 99 | 35 | 27 | 20 | 82 |
| Phys. Hand. | 24.7 | 14.8 | 19.7 | 59.2 | 10 | 7 | 2 | 19 |
| Home bd./Hosp. | 82.2 | 49 | 65.3 | 196.5 | 32 | 46 | 63 | 141 |
| Speech/Lang. | 573 | 340 | 450 | 1363 | 891 | 363 | 117 | 1371 |
| Deaf/Hard of H. | 262 | 156 | 206.6 | 624.6 | 18 | 23 | 31 | 72 |
| Blind/P. Sighted | 15.2 | 10.2 | 12.4 | 37.8 | 5 | 6 | 6 | 17 |
| Behav. Disord. | 164 | 98 | 129 | 391 | 13 | 0 | 6 | 19 |
| Learn. Disab. | 164 | 98 | 129 | 391 | 10 | 0 | 0 | 10 |
| Multi. Hand. | 15.25 | 10.2 | 12.4 | 37.9 | 0 | 0 | 0 | 0 |
| Gifted | 164.5 | 98 | 129.7 | 392.2 | 0 | 0 | 0 | 0 |
| TOTAL | 1832.85 | 1092.2 | 1446.1 | 4371.2 | 1294 | 724 | 660 | 2678 |

| Number Unserved in 1973 in Region VI | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 72 | 14 | 61 | 96 | 15 | 3 | 2 | 1 | 6 |
| 16 | 3 | 18 | 37 | 15 | .73 | .2 | 1.0 | 1.93 |
| 11.7 | 6.8 | 10.7 | 29.2 | 15 | .76 | .48 | .6 | 1.84 |
| 42.2 | 18 | 19.3 | 79.5 | 10 | 3.5 | 1.8 | 1.4 | 6.7 |
| 4 | 37 | 308 | 426 | 75 | 2 | .3 | 2.6 | 4.9 |
| 133 | 79 | 112.6 | 324.6 | 10 | 13.9 | 7.7 | 11 | 32.6 |
| 7.2 | 3.2 | 5.4 | 15.8 | 15 | .14 | .08 | .22 | .44 |
| 151 | 98 | 123 | 372 | 15 | 6.9 | 4.2 | 2.99 | 14.09 |
| 154 | 98 | 129 | 381 | 15 | 7.3 | 5.2 | 3.09 | 15.59 |
| 15.25 | 10.2 | 12.4 | 37.9 | 15 | .51 | .31 | .39 | 1.22 |
| 164.5 | 98 | 129.7 | 392.2 | 15 | 5.33 | 3.2 | 4.64 | 13.17 |
| 730.85 | 437.2 | 807.1 | 2995.2 | | 44.07 | 25.47 | 28.93 | 98.48 |

| Area of Exceptionality | Number of Exceptional Children in Region VII | | | | Number Served in 1973 in Region VII | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 730 | 464 | 531 | 1725 | 475 | 217 | 275 | 967 |
| TMR | 86.7 | 58 | 59.1 | 203.8 | 49 | 13 | 0 | 62 |
| Phys. Hand. | 46 | 28.6 | 30.7 | 105.3 | 4 | 3 | 0 | 7 |
| Home Bd./Hosp. | 149 | 91 | 103 | 343 | 33 | 23 | 35 | 91 |
| Speech/Lang. | 1523 | 659 | 641 | 2823 | 1015 | 288 | 20 | 1323 |
| Deaf/Hard of H. | 415.1 | 247.6 | 286.7 | 949.4 | 2 | 1 | 0 | 3 |
| Blind/P. Sighted | 31.6 | 21.4 | 23.4 | 76.4 | 5 | 5 | 6 | 16 |
| Behav. Disord. | 318.9 | 179.1 | 200.7 | 698.7 | 22 | 24 | 7 | 53 |
| Learn. Disab. | 495.9 | 199.1 | 200.7 | 895.7 | 72 | 22 | 11 | 105 |
| Multi. Hand. | 30.6 | 20.4 | 19.4 | 69.4 | 0 | 0 | 0 | 0 |
| Gifted | 322.9 | 188.1 | 214.7 | 725.7 | 18 | 10 | 11 | 39 |
| TOTAL | 4149.7 | 2156.3 | 2310.4 | 8616.4 | 1695 | 606 | 365 | 2666 |

| Number Unserved in 1973 in Region VII | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 316 | 245 | 287 | 848 | 15 | 12 | 13 | 15 | 40 |
| 39.7 | 49 | 59.1 | 147.8 | 15 | 1½ | 3 | 1½ | 6 |
| 42 | 25.6 | 23.7 | 88.3 | 15 | 2 | ½ | ½ | 3 |
| 116.4 | 72 | 73.3 | 261.7 | 10 | 4 | 3 | 5 | 12 |
| 625 | 367 | 606 | 1598 | 75 | 4 | 2 | 2 | 9* |
| 413.1 | 246.6 | 286.7 | 946.4 | 10 | 3½ | 2½ | 2 | 8 |
| 24.6 | 17.4 | 18.4 | 60.4 | 15 | 1/3 | 1/3 | 1/3 | 1 |
| 279.9 | 152.1 | 189.7 | 631.7 | 15 | 3½ | 2½ | 2 | 8 |
| 415.9 | 173.1 | 185.7 | 774.7 | 15 | 5 | 3 | 4 | 12 |
| 27.6 | 18.4 | 17.4 | 62.4 | 15 | 1 | 1 | 1 | 3 |
| 304.9 | 178.1 | 200.7 | 686.7 | 15 | 3 | 4 | 5 | 12 |
| 2605.1 | 1544.3 | 1947.7 | 6116.4 | | 39 5/6 | 34 5/6 | 38 1/3 | 114 |

| Area of Exceptionality | Number of Exceptional Children in Region VIII | | | | Number Served in 1973 in Region VIII | | | |
|---|---|---|---|---|---|---|---|---|
| | PRI. | INT. | SEC. | TOTAL | PRI. | INT. | SEC. | TOTAL |
| EMR | 313.8 | 157.4 | 166.2 | 636.4 | 208 | 185 | 139 | 532 |
| TMR | 40.2 | 20.7 | 20.1 | 81 | 38 | 15 | 25 | 78 |
| Phys. Hand. | 25.4 | 12.6 | 12.9 | 50.9 | 7 | 1 | 0 | 8 |
| Home Bd./Hosp. | 78.2 | 39.4 | 40.2 | 157.8 | 15 | 12 | 28 | 55 |
| Speech/Lang. | 482.4 | 248.4 | 260.9 | 991.7 | 478 | 196 | 29 | 703 |
| Deaf/Hard of H. | 249.6 | 125.2 | 133.1 | 507.9 | 1 | 1 | 2 | 4 |
| Blind/P. Sighted | 15 | 8.6 | 8.8 | 32.4 | 1 | 1 | 1 | 3 |
| Behav. Disord. | 157.4 | 78.7 | 83.5 | 319.6 | 3 | 0 | 0 | 3 |
| Learn. Disab. | 157.4 | 78.7 | 83.5 | 319.6 | 137 | 36 | 115 | 288 |
| Multi. Hand. | 15 | 8.6 | 8.8 | 32.4 | 50 | 10 | 9 | 69 |
| Gifted | 157.4 | 78.7 | 83.5 | 319.6 | 0 | 0 | 0 | 0 |
| TOTAL | 1691.8 | 857.0 | 901.5 | 3449.3 | 938 | 457 | 348 | 1743 |

| Number Unserved in 1973 in Region VIII | | | | Reccom. Student Teacher Ratio | Additional Teachers Required | | | |
|---|---|---|---|---|---|---|---|---|
| PRI. | INT. | SEC. | TOTAL | | PRI. | INT. | SEC. | TOTAL |
| 169.8 | 128.4 | 78.2 | 383.9 | 15 | 13.2 | 7.0 | 13.6 | 33.8 |
| 23.2 | 24.7 | 16.1 | 64 | 15 | 2 | 2.2 | 0 | 4.2 |
| 21.4 | 12.6 | 13.9 | 47.9 | 15 | 2.2 | 1 | .4 | 3.6 |
| 67.2 | 28.4 | 15.2 | 110.8 | 10 | 2 | 2 | .3 | 4.3 |
| 142.4 | 162.3 | 242.9 | 547.6 | 75 | 1.9 | 4.25 | 3.35 | 9.5 |
| 261.6 | 129.2 | 139.1 | 529.9 | 10 | 13.1 | 8.3 | 7.5 | 28.9 |
| 15 | 8.6 | 8.8 | 32.4 | 15 | 3 | 1 | .3 | 4.3 |
| 162.4 | 81.7 | 88.5 | 332.6 | 15 | 9.3 | 8.1 | 5.3 | 22.7 |
| 68.7 | 52.2 | 46.7 | 167.6 | 15 | 9.8 | 9.8 | 3.2 | 22.8 |
| 6.1 | 5.5 | 4.6 | 16.2 | 15 | 1 | 1 | 0 | 2 |
| 131.4 | 68.7 | 73.5 | 273.6 | 15 | 6.2 | 4.4 | 3.7 | 14.3 |
| 1069.2 | 702.3 | 727.5 | 2506.5 | | 63.7 | 49.05 | 37.65 | 150.4 |

## Appendix D

# ASSESSMENT OF QUALIFICATIONS OF SPECIAL EDUCATION TEACHERS IN WEST VIRGINIA

# ASSESSMENT OF SPECIAL EDUCATION TEACHERS IN WEST VIRGINIA

Special education teachers in West Virginia may be given any one of several assignment codes on the Personal Service Schedule. This assignment is based upon the qualifications and training of the teacher in comliance with state certification requirements.

The types of endorsements a teacher may receive for certification purposes include:

PROFESSIONAL CERTIFICATES: (fully endorsed teachers)

Type 21--Provisional Professional

Type 22--Professional

Type 29--Provisional Professional issued on NTE

TEACHING PERMITS: (teachers who are not endorsed in the field they are currently teaching; they may or may not be endorsed in some other teaching field)

Type 81--First Class Permit (holder has a degree)

Type 82--Second Class Permit ( holder has 96 hours of college credit)

Type 83--Third Class Permit (holder has 64 college hours)

Type 84--Fourth Class Permit (holder has 32 college hours)

Type 61--First Class Temporary Certificate

Type 62--Second Class Temporary Certificate

Type 63--Third Class Temporary Certificate

OTHER TYPES OF ENDORSEMENTS:

Type 11--Teacher Education Associate

Type 12--Supervising Teacher A

Type 13--Supervising Teacher B

Type 01--Provisional Professional (Administrative)

Type 02--Professional Administrative (Administrative)

Types 41, 42, 43--Vocational Industrial Permits or Certificates

A review of the endorsements held by persons teaching special education during the 1971-72 school year reveals the information contained in the attached tables.

A brief summarization of these tables follows.

Table I states that of the 477 persons actually teaching special education, all but 46 hold an AB degree or higher. All but 2 hold some type certificate from the State Board of Education. The teachers are endorsed in a variety of subject areas and more than half are endorsed in elementary education. Many teachers have endorsements in more than one subject area; therefore, this table primarily shows the diversity of backgrounds of the persons actually teaching special education.

Table I also indicates that 190 persons hold a Type 21 certificate and 194 hold a Type 22 certificate in some teaching field, not necessarily special education. One hundred thirty-nine persons hold a first class permit, 30 have a second class permit and 9 have third class permits. Therefore, 178 or about 1/3 of the teachers now teaching special education hold only permits. This information is broken down more specifically in Table II.

Table II shows the type of special education endorsement held by persons now teaching special education. A review of this data shows that 75 teachers hold Type 21 certificates and 76 teachers hold Type 22 certificates, which are the fully endorsed special education certifications. One hundred sixty-two more teachers hold a first, second, or third class permit in special education. One hundred twenty-four persons currently teaching special education hold no endorsement of any type in the field. This is approximately 1/3 of all teachers now teaching special education. Therefore, 286 teachers in the field now are either not endorsed or hold less than professional endorsements. This is approximately 5/8 of the current teaching staff.

Table II also shows that there are now 43 persons teaching speech and hearing in the state. Thirty-seven of these teachers are fully endorsed, four hold Type 81 permits and 4 have Type 61 permits.

Table III shows the type degrees held by the persons who hold some type endorsement in special education and are currently teaching in the field. Two hundred fourteen teachers have an AB degree or AB plus 15 hours. Only 72 persons hold a masters degree or better. Thirty-six persons hold no college degree at all. All persons with a speech and hearing endorsement hold an AB degree or better.

Table IV shows a summary of the endorsements held by teachers currently teaching in the regular classroom but holding some type of endorsement in special education. Eighty-five persons hold some type endorsement, 42 of which are Type 21 endorsements and 17 hold a Type 22 endorsement. Twenty-six persons hold a first, second or third class permit.

Information regarding persons holding endorsements for special education but not assigned as special education teachers on 1971-72 Personal Service Records is compiled in Table V.

This table indicates that there were 286 endorsed teachers who were not teaching in 1972. Of these, 234 were living in the state of West Virginia.

The pupil enrollment in secondary classes for the 1971-72 academic year was 1,944 students who were served by 71 teachers. This is an average of 27.38 students per teacher.

Statistics show that there were 3,867 students assigned to 368 teachers in the primary and intermediate special education classes. This is 15.08 students per teacher. Two hundred seventy-eight students were enrolled in courses for physically handicapped children in the state and were served by 17 teachers for a pupil-teacher ratio of 16 to 1.

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## TABLE I

### GENERAL INFORMATION REGARDING SPECIAL EDUCATION TEACHERS

| Sex | | Degree | | | | | | Position Code | Type Certificate | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | Female | None | AB | AB+15 | MA | MA+15 | MA+30 | | 21 | 22 | 81 | 82 | 83 | 61 | 62 | 63 | 43 | 42 | 29 | 13 |
| 74 | 403 | 46 | 216 | 105 | 68 | 15 | 27 | 24 | 190 | 194 | 139 | 30 | 9 | 6 | 1 | 4 | 1 | 1 | 5 | 13 |

TOTAL -- 477

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| Type Certificates | | | | | ENDORSEMENTS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 70 | 12 | 11 | 02 | 01 | None Listed | Mentally Retarded | Elementary | Social Studies | Speech & Hearing | English | Lang. Arts | Health & P.Ed. | Speech | Home Ec. | Sc |
| 1 | 1 | 2 | 4 | 2 | 2 | 288 | 242 | 204 | 43 | 130 | 24 | 28 | 18 | 24 | 26 |

---

| Music | Art | Math | Reading | Librarian | Early Childhood | Spanish | Counselor | Sec. Pract. | Bus. Prin. | Voc. Ind. | Principal | Safety | French |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | 7 | 7 | 7 | 4 | 3 | 2 | 1 | 3 | 2 | 1 | 7 | 1 | 1 |

| Drivers Education | Industrial Arts | Physics |
|---|---|---|
| 1 | 1 | 1 |

## TABLE II

### INFORMATION REGARDING TYPES OF SPECIAL EDUCATION ENDORSEMENTS HELD BY PERSONS NOW TEACHING SPECIAL EDUCATION

M.R.

| Type of Certificate | | | | | | | | | | | | Degree Held | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 21 | 22 | 81 | 82 | 83 | 61 | 63 | 29 | 13 | 12 | 11 | No End. | None | AB | AB+15 | MA | MA+15 | MA+30 |
| 75 | 76 | 126 | 29 | 7 | 1 | 1 | 2 | 4 | 1 | 2 | 124 | 46 | 187 | 105 | 58 | 15 | 23 |

TOTAL - 448

TOTAL - 434

Speech and Hearing

| 21 | 22 | 81 | 82 | 83 | 61 | 63 | 29 | 13 | 12 | 11 | No End. | None | AB | AB+15 | MA | MA+15 | MA+30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | 7 | 4 | | | 4 | | 1 | | | | | | 29 | | 10 | | 4 |

TOTAL - 46

TOTAL - 43

Gr. Total 494

Gr. Total 477

*Totals cannot be expected to correspond because one teacher may have more than one endorsement.

## TABLE III

INFORMATION REGARDING TYPE DEGREES HELD BY TEACHERS WHO ARE NOW ENDORSED AND ARE TEACHING SPECIAL EDUCATION

| Degree Held | | | | | | Type of Certification | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| None | AB | AB+15 | MA | MA+15 | MA+30 | 21 | 22 | 81 | 82 | 83 | 61 | 63 | 29 | 13 | 12 | 11 |
| 36 | 137 | 77 | 46 | 10 | 16 | 75 | 76 | 126 | 29 | 7 | 1 | 1 | 2 | 4 | 1 | 2 |

Total - 312

Total - 324

Speech and Hearing

| None | AB | AB+15 | MA | MA+15 | MA+30 | 21 | 22 | 81 | 82 | 83 | 61 | 63 | 29 | 13 | 12 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 29 | | 10 | | 4 | 30 | 7 | 4 | | | 4 | | | 1 | | |

Total - 43

Total - 46

Gr. Tot. - 355

Gr. Tot. - 370

Note - Totals do not correspond because one person may hold more than one endorsement.

## TABLE IV

### REGULAR CLASSROOM TEACHERS ENDORSED FOR M. R.

| Sex | | Degree | | | | | | Certificate | | | | | | Endorsements | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | Female | None | AB | AB+15 | MA | MA+15 | MA+30 | 21 | 22 | 81 | 82 | 13 | 12 | MR | Elem. | English | Social Studie |
| 11 | 74 | 4 | 49 | 12 | 16 | 2 | 2 | 42 | 17 | 23 | 1 | 1 | 1 | 88 | 48 | 17 | 27 |

Endorsements (continued)

| Health and Physical Education | Safety Education | Early Childhood | Primary | Lang. Arts | Science | Art | Home Economics | Math | Speech |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 2 | 2 | 1 | 6 | 3 | 2 | 1 | 1 | 1 |

TOTAL - 85

## TABLE V

BEST COPY AVAILABLE

### INDIVIDUALS HOLDING ENDORSEMENT FOR MR BUT NOT ASSIGNED AS SPECIAL EDUCATION TEACHERS ON 1972 PERSONAL SERVICES

| Sex | | Degree | | | Endorsement Good To: | | | | | | Address | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | Female | None | AB | MA | '72 | '73 | '74 | '75 | '76 | Perm | In State | Out State |
| 38 | 348 | 6 | 191 | 89 | 81 | 41 | 88 | 6 | 17 | 42 | 234 | 52 |

Total: 286

# TABLE VI

## ENROLLMENT OF SPECIAL EDUCATION STUDENTS BY LEVELS

| Preschool | Kindergart. | Ungrad. Primary. | Ungrad. INT. | Grades: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | No. of Teach |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (Mentally Retarded): | | | | | | | | | | | | |
| 6 | 69 | 2025 | 1319 | | | 150 | 135 | 93 | 60 | 24 | 26 | 368 |
| (Physically Handicapped): | | | | | | | | | | | | |
| | | 181 | 38 | 16 | 9 | 6 | 11 | 2 | 10 | 3 | 2 | 17 |

Totals:

Mentally Retarded: 3,867--Average 15.08 per teacher

Physically Handicapped: 278--Average 16 per teacher

## TABLE VII

## SECONDARY ENROLLMENTS IN SPECIAL EDUCATION

| Grades: | 7 | 8 | 9 | 10 | 11 | 12 | Teachers: | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male | Female |
| | 633 | 690 | 290 | 209 | 122 | 53 | 25 | 46 |

Totals:

Students: 1,944
Teachers: 71

Average : 27.38 students per teacher